F 11/skills 1-50

Social Skills Training
Job Corps

Facilitator's Skill Packet

Personal Skills

NUMBER 1

Personal Hygiene

"A sound mind in a sound body; if the former be the glory of the latter, the latter is indispensable to the former."

— Tyron Edwards

Job Corps

1

Personal Hygiene

STAR
SOCIAL SKILLS TRAINING

U.S. Department of Labor

L 37.8:

Personal Skills

Personal skills are the basic social skills we need to get along with other people. Whether working on the job, meeting someone new or just carrying on everyday business in the community, it's important to make a good impression. By learning to use these skills, students will feel good about themselves and take the first step towards building successful lives.

Objective

This lesson will be accomplished when the students are clean and well groomed and their clothing is clean and in good repair at all times.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 1. A copy is on the back cover of this packet. *(Pass out one copy per student.)*

2. To preview video tape #3 (description on page 4)

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

4. Your center's dress or personal appearance code.

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

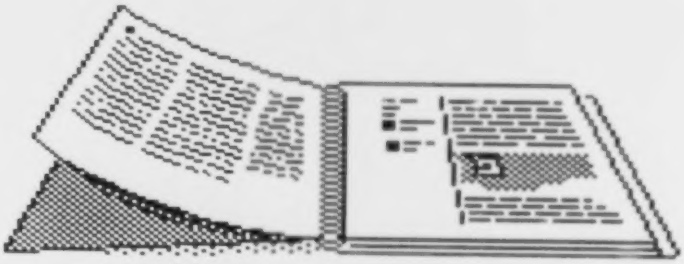
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Good hygiene is an essential part of life. In order to get and keep a job and to live with others, you must practice good personal hygiene.

Practicing good hygiene skills will also help you stay healthy. Being sick can cost you and your employer time and money.

Practicing good hygiene habits help you prepare for life's unexpected opportunities. If you are always clean and presentable, you are ready when you meet someone you like or a potential employer. New relationships and jobs can come from such unexpected meetings — **it's smart to be prepared**.

Because personal hygiene is so important, Job Corps provides rewards for good hygiene. You'll advance faster, earn more privileges and be accepted by your peers.

The final thing about good hygiene is that **when you are clean and healthy, you feel good about yourself**.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. Video #3

This 5-minute scenario starring Sam Slob and Dwight Do-Right introduces the ideal of personal hygiene through a quick, humorous look at the negative effects of poor hygiene. It also shows how the four skills of personal appearance, punctuality, locker hygiene, and dorm cleanliness relate to employability and peer acceptance.

ALTERNATE CHOICES

1. Onion.

Set out a cut onion, crushed garlic, a strong smelling cheese or a similar item. Use it as a lead-in to talking about unpleasant odors.

2. Gas Mask.

Arrive in a gas mask, or arrive constantly spraying a can of air freshener about the room.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:
  1. **Always have a supply of your own personal hygiene items,** e.g., soap, shampoo, toothpaste, etc.
  2. ***Daily*** — shower, use deodorant, brush your teeth at least twice, and wear clean underwear.
  3. ***Weekly*** — or more often — wash your hair, bed linens and clothes, and clean your locker.
  4. Wear clothing that is always clean and in good repair. Follow your center's dress code.
  5. **Review and follow any other personal hygiene expectations set by this center or your employer.**

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. At an assembly, people sit down next to you and quickly move because of the odor.

2. You didn't take time to shower after work and you see a new student at dinner who you'd like to meet.

In the Community

1. It's a hot summer day and you're sitting next to someone on a bus who doesn't smell good.

2. You happen to see a shoe sale while shopping and you know your feet smell. You really want these shoes.

On the Job

1. Your boss assigns you to a project which requires that you work in close physical proximity with a co-worker who never uses deodorant.

2. You didn't take time to wash your clothes and the only uniform you can wear is smelly.

In a Social Situation

1. You and your blind date have planned to go to a movie with your friends. When he arrives, you (and everyone else) notice he smells like garlic.

2. You're in a crowded elevator. The person next to you has really bad breath and won't stop talking to you.

6. Discuss How to Use the Skill in Everday Life:

Ask the students to think of other situations in their lives where thay can use this skill. Ask questions such as:

- Have you ever gotten up late and not had time to shower? How did you feel?
- Have you ever gone camping for a few days and not been able to shower? How did you feel?
- How do you feel when you have to work closely or live with someone who doesn't practice good hygiene?
- Can you think of any times in your life when not practicing good hygiene could have stopped you from getting what you wanted?

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

1. Personal Hygiene

I keep myself clean and well groomed and my clothing clean and in good repair at all times.

What's so important about good hygiene?

We all want to be liked and accepted by our peers. Wouldn't you rather share your dorm room with someone who is always clean and well-groomed? By practicing good personal hygiene, you show others that you respect yourself and them. You'll feel better about yourself, and your friends will thank you.

Didn't you come to Job Corps to get a job? You never get a second chance to make a first impression! All bosses expect their employees to be clean and well-groomed. Good personal hygiene is an important skill to help you get and keep a job. Remember that no one wants to work next to someone who doesn't shower or isn't clean.

Get into good habits here — they'll really pay off later.

STEPS TO GOOD PERSONAL HYGIENE

1. **Always have a supply of your own personal hygiene items,** e.g., soap, shampoo, toothpaste, etc.
2. *Daily* — shower, use deodorant, brush your teeth at least twice, and wear clean underwear.
3. *Weekly* — or more often — wash your hair, bed linens and clothes. Clean your locker.
4. **Wear clothing that is always clean and in good repair.** Follow your center's dress code.
5. **Review and follow any other personal hygiene expectations set by this Center or your employer.**

Social Skills Training

Job Corps

Facilitator's Skill Packet

Personal Skills

NUMBER 2

Personal Appearance

> *"You never get a second chance to make a first impression."*
>
> *— Traditional saying*

U.S. Department of Labor

Job Corps

2

Personal Appearance

ST★R
SOCIAL SKILLS
TRAINING

Personal Skills

Personal skills are the basic skills we need to get along with other people. Whether working on the job, meeting someone new or just carrying on everyday business in the community, it's important to make a good impression. By learning to use these skills, students will feel good about themselves and take the first step towards building successful lives.

Objective

This lesson will be accomplished when students are dressed and groomed in a manner that is appropriate and safe for each setting or activity.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 2. A copy is on the back cover of this packet. *(Pass out one copy per student.)*

2. To preview video tape #3 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

4. Your center's dress or personal appearance code.

Using this Skill Packet

- ☞ **Review the Objective** on the opposite page (←).

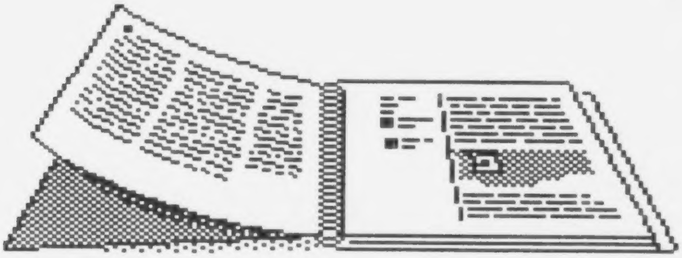
- ☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

- ☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

  1. **Use an "Attention-Getting" activity.**
  2. **Introduce the skill.**
  3. **Describe the basic steps for the skill.**
  4. **Model the skill.**
  5. **Have students role play the skill.**
  6. **Discuss how to use the skill in everyday life.**
  7. **Conclude the session.**

- ☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

- ☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Your personal appearance tells other people something about the kind of person you are. Wearing clothes that are neat, clean and in good repair tells others that you take pride in your appearance and that you respect yourself.

Dressing appropriately for the situation or activity that you will be participating in will make you feel more comfortable and at ease.

On the job you will want to choose clothing that suits your job. For example, a three-piece suit would be inappropriate for a carpenter or a nurse.

It is also important that your clothing, hair style and accessories be safe. Dangling earrings, loose clothing and flowing hair could be dangerous around power machinery. Long, loose hair is considered unsanitary in the food service industry.

You will also want to find out about your employer's expectations for your appearance so that you will "fit in" with the image that your company wants to present. Presenting an appropriate image could lead to consideration for advancement.

Dressing and grooming yourself appropriately for the situation doesn't mean that you have to be just like everyone else. You can maintain your own style and individuality. But remember, you only get one chance to make a first impression.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. **Video #3**
   This 5-minute scenario starring Sam Slob and Dwight Do-Right introduces the idea of personal hygiene through a quick, humorous look at the negative effects of poor hygiene. It also shows how the 4 skills of personal appearance, punctuality, locker hygiene, and dorm cleanliness relate to employability and peer acceptance.

ALTERNATE CHOICES

1. **Visual judgements.**
   Ask students to pretend that they are employers. Have them describe their expectations for the personal appearance and dress of someone they would hire. Have them consider various types of employment, e.g., nursing, carpentry, clerical, maintenance, etc.

2. **Hiring Decisions.**
   Dress outrageously for this session. Ask students if they think your attire is appropriate, why or why not.

3. Create your own "Attention-Getting" activity.

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3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:
  1. Keep clothing clean and in good repair.
  2. Wear clothing and accessories that are safe and appropriate for the situation or activity.
  3. Avoid extreme hair styles.
  4. Try to find out in advance what kind of dress is appropriate for the situation.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer who you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

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5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You get called by the Center director to take a group of community representatives on tours and you are dressed in old clothes.

2. At an awards assembly, you are presented with an award you are not expecting and you really look sloppy.

In the Community

1. You are meeting your friends at a restaurant. When you get there, the hostess tells you jeans aren't allowed and you are the only one in jeans.

2. You are in the mall and see another JC student who is wearing a JC T-shirt and very revealing shorts. You hear other people making comments about how obscene this looks. What do you do?

On the Job

1. You are dressed in the latest fashion and think you look really great for your job interview. You get there, and see that everybody is dressed very conservatively.

2. You know you are doing a good job and you are qualified, but your boss keeps promoting other people who better fit the "company image."

In a Social Situation

1. You were dressed very sloppily, but ran into the store to quickly get something. The clerk seems to ignore you, yet waits on other people who are better dressed.

2. You were invited to a party you thought was going to be a dress-up occasion. When you get there, you realize it was a picnic and you are very over-dressed.

6. Discuss How to Use the Skill in Everday Life:

Ask the students to think of other situations in their lives where thay can use this skill. Ask questions such as:

- ◆ How will your appearance influence an employer when you interview for a job?
- ◆ What attire would be appropriate for an interview as a carpenter? for a date at the movies? for a basketball game?
- ◆ What might be some of the consequences of dressing inappropriately for work?
- ◆ When you meet someone for the first time, what do you notice about their appearance? What do you think someone would notice about you?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

2. Personal Appearance

I dress and groom myself appropriately for each situation or activity.

STEPS TO APPROPRIATE
PERSONAL APPEARANCE

1. **Keep** clothing clean and in good repair.
2. **Wear** clothing and accessories that are safe and appropriate for the situation or activity.
3. **Avoid** extreme hair styles.
4. **Try to find** out in advance what kind of dress is appropriate for the situation.
5. **Choose** to meet the expectations or to bear the consequences for not meeting them.

Your personal appearance is what people use in making initial judgments about what you are like as a person. Your personal appearance tells others something about the kind of person you are. Wearing clothing that is clean, neat, and in good repair tells others that you take pride in your appearance and that you respect yourself.

In social settings you'll feel more comfortable if you are dressed appropriately for the situation or activity.

Your personal appearance is important to your employer and to Job Corps because other people judge *them* by how *you* look. On the job you will want to wear clothing and accessories that are both appropriate and safe for your work.

Remember, you will never get another chance to make a first impression.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Personal Skills

NUMBER 3

Locker Hygiene

> *"Life is made up not of great sacrifices or duties, but of little things in which smiles and kindnesses and small obligations, given habitually, are what win and preserve the heart and secure comfort."*
>
> *— Davy*

U.S. Department of Labor

Job Corps

3

Locker Hygiene

ST★R
SOCIAL SKILLS
TRAINING

Personal Skills

Personal skills are the basic skills we need to get along with other people. Whether working on the job, meeting someone new or just carrying on everyday business in the community, it's important to make a good impression. By learning to use these skills, students will feel good about themselves and take the first step towards building successful lives.

Objective

This lesson will be accomplished when the students maintain their personal lockers/closets in a clean and orderly manner.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 3. A copy is on the back cover of this packet. *(Pass out one copy per student.)*
2. To preview video tape #3 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*
4. Center policy on locker cleanliness.

Using this Skill Packet

- **Review the Objective** on the opposite page (←).

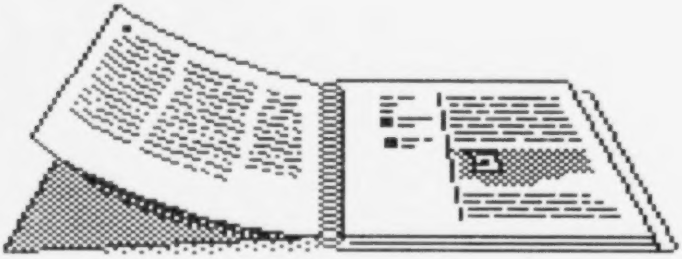
- **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

- **Follow the 7 presentation steps.** They are described in full on the next few pages.

  1. **Use an "Attention-Getting" activity.**
  2. **Introduce the skill.**
  3. **Describe the basic steps for the skill.**
  4. **Model the skill.**
  5. **Have students role play the skill.**
  6. **Discuss how to use the skill in everyday life.**
  7. **Conclude the session.**

- **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

- **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

The way you keep your locker, or any personal space, says something about ***you***.

Do you hang or fold your clean clothes? Do you keep your dirty clothes separate from your clean clothes? Are your personal hygiene items organized so that you can find them easily?

Think about the kind of pictures you hang in your locker. Would you be proud or embarrassed to show a friend or visitor the inside of your locker?

Keeping your locker and personal belongings neat, clean and orderly will help you feel good about yourself.

When you are on the job, you will have a desk, locker or workstation that will be your personal space. Your employer will expect you to keep your space clean and orderly.

Remember, your personal space is a reflection of you!

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. **Tape #3**

This 5-minute scenario starring Sam Slob and Dwight Do-Right introduces the idea of personal hygiene through a quick, humorous look at the negative effects of poor hygiene. It also shows how the 4 skills of personal appearance, punctuality, locker hygiene and dorm cleanliness relate to employability and peer acceptance.

ALTERNATE CHOICES

1. **Moment of Truth:**

Take the students on a walk through their dorm and ask who would be willing to show his/her locker to the group. Ask them if they would feel proud or embarrassed.

2. **Worst Case:**

Ask students to name items that shouldn't be kept in a locker. What are the reasons, for example health, safety. Write the items on a flip chart.

3. Create your own "Attention-Getting" activity.

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3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listedbelow:

1. Hang or fold clean clothes.
2. Keep dirty clothes in a laundry bag.
3. Organize personal hygiene items.
4. Choose pictures and posters that won't offend others.
5. Contraband and open food containers are prohibited.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer who you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Center guests on a tour of your dorm ask to see what your locker looks like. You have dirty underwear and socks on the floor of your locker and you know it doesn't smell good.

In the Community

1. You are going somewhere with your friends and you're the only one with a car, so you have to drive. Your car is filled with pop cans and food wrappers and the seats are covered with dog hair.

On the Job

1. You're out sick and your boss calls you to find out where you left a report It's in your desk along with open pop cans, and half-eaten donuts.

In a Social Situation

1. You pick up your date. She's wearing a new dress. She gets grease on her dress from your car seat.

2. You invite friends over to your apartment. When you go to hang up their coats, boxes fall out of the closet.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Name some other "personal spaces" that are a reflection of their owner. (For example car, home, yard, etc.)
- What does keeping your locker clean have to do with good personal appearance?
- Why do you think an employer would want you to keep your desk, workstation or locker clean and orderly?
- How could having a clean, orderly locker help you be prepared for a job interview?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

3. Locker Hygiene

I keep my locker/closet clean and orderly.

• "Bad" Locker •

The way you keep your locker or any personal space says something about you.

Hanging or folding your clean clothes keeps them looking neat. Keeping your dirty clothes in a laundry bag will help to keep your locker smelling fresher. When your personal hygiene items are organized you can find them more easily when you need them.

Open food containers don't belong in lockers. They can attract unwelcome guests such as insects or rodents.

The pictures and posters you display should be in good taste **so that they don't offend others.**

On the job, your employer will expect you to keep your desk, workstation or locker neat, clean, and orderly.

Remember, your personal space is a reflection of *you!*

STEPS TO GOOD LOCKER HYGIENE

1. **Hang** or fold clean clothes.
2. **Keep** dirty clothes in a laundry bag.
3. **Organize** personal hygiene items.
4. **Choose** pictures and posters that won't offend others.
5. **Contraband** and open food containers are prohibited.

• "Good" Locker •

Social Skills Training

Job Corps

Facilitator's Skill Packet

Personal Skills

NUMBER 4

Dorm Cleanliness

> *"We are what we repeatedly do.*
> *Excellence, then, is not an act but a habit."*
>
> *— Aristotle*

Job Corps

4

Dorm Cleanliness

ST★R
SOCIAL SKILLS
TRAINING

U.S. Department of Labor

Personal Skills

Personal skills are the basic social skills we need to get along with other people. Whether working on the job, meeting someone new or just carrying on everyday business in the community, it's important to make a good impression. By learning to use these skills, students will feel good about themselves and take the first step towards building successful lives.

Objective

This lesson will be accomplished when the students maintain their individual rooms/areas and dormitory common areas in a clean and orderly manner.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 4. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #3 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

4. Your Center's dorm cleanliness standards.

Using this Skill Packet

- **Review the Objective** on the opposite page (←).

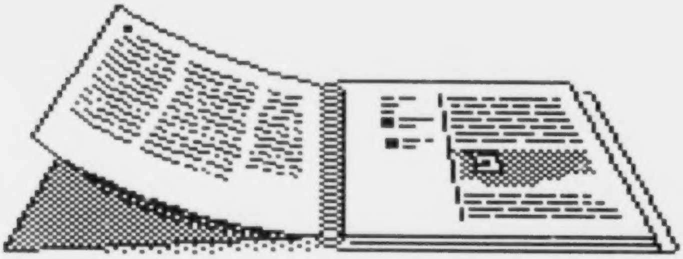
- **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

- **Follow the 7 presentation steps.** They are described in full on the next few pages.

    1. **Use an "Attention-Getting" activity.**
    2. **Introduce the skill.**
    3. **Describe the basic steps for the skill.**
    4. **Model the skill.**
    5. **Have students role play the skill.**
    6. **Discuss how to use the skill in everyday life.**
    7. **Conclude the session.**

- **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the white duplication master on the back cover of this packet.**

- **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Your dorm is your home while you are at Job Corps.

Just as your personal appearance says something about you, so does the way you keep your home.

In Job Corps you share your living area with other people. So it is important that everyone pitches in to keep the living and sleeping areas clean, healthy and pleasant.

The skills you learn here will be useful and important after you leave Job Corps. When you are on the job, your employer will expect you to keep your work area clean, neat and safe.

And, if you share an apartment with a friend, it will be important for you to agree on your expectations for cleanliness and to share responsibilities for keeping your home clean.

Keeping your dorm clean will help to make it a pleasant place for you to live. Be sure to do your part.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. **Video #3**

   This 5-minute scenario starring Sam Slob and Dwight Do-Right introduces the idea of personal hygiene through a quick, humorous look at the negative effects of poor hygiene. It also shows how the 4 skills of personal appearance, punctuality, locker hygiene and dorm cleanliness relate to employability and peer acceptance.

ALTERNATE CHOICES

1. **Messy Environments:**

   Show students pictures of messy environments. Ask the students to describe who they think would live there.

2. **Dirt.**

   Rig the orientation room's entrance with dirt, litter, etc. that all the students have to step over or through to get into the room.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:
  1. Make your bed daily.
  2. Straighten and organize personal belongings.
  3. Empty waste cans daily.
  4. Clean, vacuum or mop floors regularly.
  5. Keep hallway, lounges and public areas clean, orderly and litter-free.
  6. Keep bathrooms and showers clean and odor free.
  7. Pitch in and share responsibilities.

---

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer who you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You got up late and didn't have time to clean your room. The dorm inspection scores were really low because of your room.

2. You're a new student. When you are shown to your room you see that it is really messy. You like to keep things neat. What do you do?

In the Community

1. You go into a grocery store. It looks like the place hasn't been swept in a week. You don't think you want to buy food in this store.

2. You go into a gas station and need to use the restroom. The toilet is dirty and there are no paper towels. How do you feel?

On the Job

1. You're at work. Your boss told the staff to clean up their workspaces because visitors would be coming through the shop. You didn't have time. The company president visits your workspace with your boss.

2. You've been sick for a week and the house is a mess. Your boss calls and says she'll be stopping by in 5 minutes to drop off some work for you. How do you feel?

In a Social Situation

1. You really like to keep things neat. Your date asks you to stop by his house to pick up something. The house is really a mess. How do you feel?

2. Your date is coming to pick you up. His mom is with him and your house is really a mess. How do you feel?

6. Discuss How to Use the Skill in Everday Life:

Ask the students to think of other situations in their lives where thay can use this skill. Ask questions such as:

- ◆ Why is it important to share cleaning responsibilities with your family or roommate? What could you do if you have different standards than your roommate?
- ◆ In your own home or apartment, how would you feel if unexpected company arrived and your house or apartment was messy?
- ◆ Why would it be important to your boss for you to keep your work area clean?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

4. Dorm Cleanliness

I keep my personal area and the common areas of my dorm clean and orderly.

Your dorm is your home while you are at Job Corps. **The way you keep your home says a lot about you.**

Since you share your living area with other people at Job Corps, it's **important that you do your part** to keep the sleeping, bathroom and lounge areas **clean, healthy, and pleasant**.

These skills will come in handy after you leave Job Corps, too. On the job, your employer will expect you to **keep your work area clean and neat**. And if you share an apartment with a friend it will be important for you to agree on your **expectations for cleanliness and to share responsibilities for keeping your home clean**.

STEPS TO DORM CLEANLINESS

1. **Make** your bed daily.
2. **Straighten** and organize personal belongings.
3. **Empty** waste cans daily.
4. **Clean**, vacuum or mop floors regularly.
5. **Keep** hallways, lounges and public areas clean, orderly, and litter free.
6. **Keep** bathrooms and showers clean and odor free.
7. **Pitch** in and share responsibilities.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Personal Skills

NUMBER 5

Punctuality and Attendance

"I'm late, I'm late, for a very important date. No time to wait..."

— Lewis Carroll

Alice's Adventures in Wonderland

U.S. Department of Labor

Job Corps

5

Punctuality and Attendance

STAR
SOCIAL SKILLS
TRAINING

Personal Skills

Personal skills are the basic social skills we need to get along with other people. Whether working on the job, meeting someone new or just carrying on everyday business in the community, it's important to make a good impression. By learning to use these skills, students will feel good about themselves and take the first step towards building successful lives.

Objective

This lesson will be accomplished when the students meet scheduled appointments and commitments on-time and are present for all scheduled activities each day.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 5. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #3 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

4. Your Center's daily schedule.

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

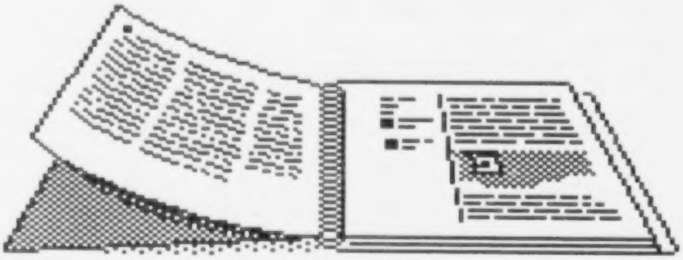
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

We all know that to get a job, we have to be dressed appropriately, have the right qualifications and be confident in the interview. But keeping a job requires other skills, the most important being punctuality and attendance.

1. Your employer will expect you to be at work and on time every day. In the working world, time is money. Employees that are always late or miss too much work cost employers in lost productivity.
2. The promotions and pay raises go to employees with the best work record. You'll get evaluated on your record. Make sure you're a winner!
3. Punctuality is a habit we develop. You can set your mind to it and be there on time.
4. Everyone appreciates friends who are always on time and show up when they say they will. We know we can count on them! Being on time and meeting commitments show others how much we respect them. Be good to your word!
5. As in the "real world", your Job Corps instructors expect you to have good attendance and be punctual. Incentive levels, raises and awards go to those who practice these skills.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. Video #3

This 5-minute scenario starring Sam Slob and Dwight Do-Right introduces the idea of personal hygiene through a quick, humorous look at the negative effects of poor hygiene. It also shows how the 4 skills of personal appearance, punctuality, locker hygiene and dorm cleanliness relate to employability and peer acceptance.

ALTERNATE CHOICES

1. What's Wrong With Being Late?

Deliberately start the class late yourself.

2. Late Arrival Interruptions

Using either students selected beforehand or outside corps members and/or staff, have the lesson be constantly interrupted in the first few minutes by late-arrivals. For each new arrival start over at the very beginning of the lesson again.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Find out** when you are expected to be somewhere.
2. **Think** about what you will need to do to be ready on time. How much time will you need to do those things? Allow yourself a few extra minutes in case something unexpected should happen.
3. **Count back** from the time you are expected to be somewhere. Calculate the amount of time it will take you to get ready. Determine what time to start getting ready.
4. **Start** at the time you planned.
5. **Be on time.**

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Your crew leaves at 8:00 am for an off-Center work project. You miss the van because you're late, as always.

2. You miss the pass-bus back to Center because you lost track of time.

In the Community

1. The bank closes at 4:00 pm. You ***must*** deposit your pay check today. You may not make it.

2. You've forgotten to pay your rent on time again. Your landlord's threatening to evict you.

On the Job

1. The bus you take to work usually gets you there on time. Lately traffic has been heavy and you've been late. Your boss is angry.

2. You're needed to help your crew complete a project today. But your best friend is in town for a short visit and you want to spend the day with her.

In a Social Situation

1. You're having a potluck dinner at your house. Your friend is supposed to bring the main course and hasn't shown up.

2. You and your date have expensive tickets for a concert you really want to see. Your date is running late and you arrive after the beginning of the concert and can't get in.

6. Discuss How to Use the Skill in Everday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- How would you feel if a friend picked you up late and you missed the beginning of the movie?
- Have you ever had to work longer because someone else didn't show up for work?
- Are you a punctual person? Can your boss count on you being on time?
- Do you have any friends that are usually late? How does it affect you?

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

5. Punctuality and Attendance

I arrive on-time and am present for my scheduled classes every day.

We all know what is takes to *get* a job! If you're dressed appropriately, are neat and well groomed, have the right qualifications and know how to interview, you have a good shot at getting the job you want. Keeping a job, however, requires additional skills. **The two most important skills are being punctual and having good attendance.**

Your employer will expect you to be at work and on time every day. In the working world, time is money. Employees who are always late or miss too much work cost employers in lost productivity.

The promotions and pay raises go to employees with the best work record. You'll get evaluated on your record. Make sure you're a winner! Punctuality is a habit we develop. You can set your mind to it and be there on time.

Everyone appreciates friends who are always on time and show up when they say they will. We know we can count on them. **Being on time and meeting commitments shows others how much we respect them.** Be good to your word!

As in the "real world," your Job Corps instructors expect you to **have good attendance and be punctual**. Incentive levels, raises and awards go to those who practice these skills.

STEPS TO PUNCTUALITY & ATTENDANCE

1. **Find out** when you are expected to be somewhere.
2. **Think** about what you will need to do to be ready on time. How much time will you need to do those things? Allow yourself a few extra minutes in case something unexpected should happen.
3. **Count back** from the time you are expected to be somewhere. Calculate the amount of time it will take you to get ready. Determine what time to start getting ready.
4. **Start** at the time you planned.
5. **Be on time.**

Social Skills Training

Job Corps

Facilitator's Skill Packet

Personal Skills

NUMBER 6

Responding to Supervision

> *"When we were little we learned to play 'Follow the Leader.' Things haven't changed all that much since then, have they?"*
>
> — *Moen*

U.S. Department of Labor

Job Corps

6

Responding to Supervision

ST★R
SOCIAL SKILLS
TRAINING

Personal Skills

Personal skills are the basic skills we need to get along with other people. Whether working on the job, meeting someone new or just carrying on everyday business in the community, it's important to make a good impression. By learning to use these skills, students will feel good about themselves and take the first step towards building successful lives.

Objective

This lesson will be accomplished when the students respond to supervision in a cooperative and positive manner.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 6. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #16 *(description on page 4)*; **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

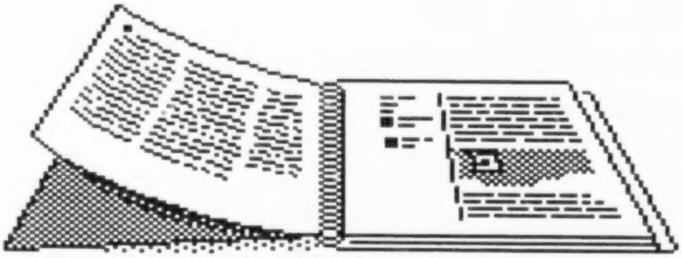
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

A supervisor is an individual who has been assigned the responsibility to guide or direct others to accomplish a task.

When there is a job or task that is too big for one person alone, someone will usually be chosen as supervisor. It is important that you cooperate with the supervisor and follow his or her directions to do the job.

You will have many "supervisors" throughout your life. In Job Corps you have vocational instructors, teachers, residential advisors, and crew leaders.

On the job you will have a supervisor who is responsible for directing, guiding, and evaluating your work. You will need to find out just what your supervisor expects from you on the job and do your best to meet those expectations. If you are uncertain, be sure to ask questions. Since your supervisor is "in charge" it is important that you show respect for his or her authority. Remember, your supervisor has influence over your opportunity for advancement.

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PAGE 5

Attention-Getting Activities

VIDEO

1. Video #16

This video depicts a student violating the Center's smoking policy when she "lights up" on a Center bus because she feels she can't wait any longer for a cigarette.

ALTERNATE CHOICES

1. Definitions:

Ask students to give one- or two-word definitions for the word "supervision." Write these on a flip chart or blackboard. Read the dictionary definition. See how closely it matches the students' responses.

2. Student Supervisor:

Ask a student dorm-leader to tell the group what is hard or difficult about supervising an activity, for example a dorm clean up or other activity.

3. Create your own "Attention-Getting" activity.

____

____

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____

____

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:
  1. **Recognize** who the supervisor is.
  2. **Find out what** your supervisor's expectations are.
  3. **Do your best** to meet those expectations and accomplish the task.
  4. **Ask questions** when you need information.
  5. **Show respect** for the supervisor's authority.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. In center support you are the crew leader. A few of the other students assigned to your crew do not want to do their share.

2. For the third week in a row your RA assigns you to clean toilets.

In the Community

1. You are in charge of coordinating student involvement in the walk-a-thon, but several students don't want to cooperate.

On the Job

1. You are given two tasks to get done immediately by two different staff members. You know you can't get both done. What do you do?

2. Your boss tells you how to do a project. You think you know of a better way to get the job done.

In a Social Situation

1. Your team is pretty good, but the coach keeps yelling at you and you don't know what you are doing wrong.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- ◆ Name some leisure-time activities that might involve responding to supervision, for example, coaching a baseball team, chairing a dance committee, etc.
- ◆ What could you do on the job if you disagree with your supervisor about how to get the job done?
- ◆ If you were the supervisor, what would you expect from your employees?
- ◆ Can you think of a situation where you might have more than one supervisor? How would you handle conflicting assignments from them?

---

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

6. Responding to Supervision

I take direction and respond to supervision in a cooperative and positive way.

HOW TO RESPOND TO SUPERVISION

1. **Recognize** who the supervisor is.
2. **Find out** what your supervisor's expectations are.
3. **Do** your best to meet those expectations and accomplish the task.
4. **Ask questions** when you need information.
5. **Show** respect for the supervisor's authority.
6. **Choose** to cooperate or to bear the consequences if you don't.

A supervisor is someone who has been chosen to guide or direct others to accomplish a task.

You will have supervisors for many tasks throughout your life. It is important that you **recognize that your supervisor is "in charge."**

Find out what your supervisor expects from you and do your best to respond in a positive way. **Ask questions** when you are uncertain, and **show respect for your supervisor's authority**.

Social Skills Training
Job Corps

Facilitator's Skill Packet

Personal Skills

NUMBER 7

Teamwork

"Light is the task when many share the toil."
— Homer

Job Corps

7

Teamwork

ST★R
SOCIAL SKILLS
TRAINING

U.S. Department of Labor

Personal Skills

Personal skills are the basic skills we need to get along with other people. Whether working on the job, meeting someone new or just carrying on everyday business in the community, it's important to make a good impression. By learning to use these skills, students will feel good about themselves and take the first step towards building successful lives.

Objective

This lesson will be accomplished when the students actively work with other students and staff to accomplish a task or goal.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 7. A copy is on the back cover of this packet. *(Pass out one copy per student.)*

2. To preview video tape #8 *(description on page 4)*; **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

- ☞ **Review the Objective** on the opposite page (←).

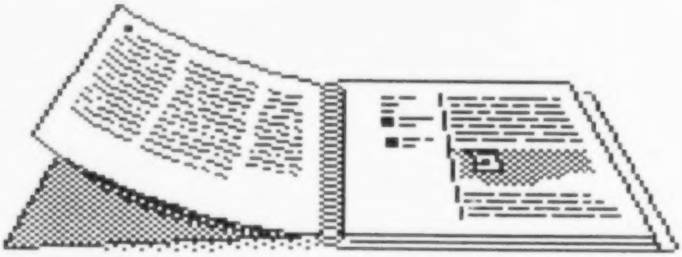
- ☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

- ☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

    1. **Use an "Attention-Getting" activity.**
    2. **Introduce the skill.**
    3. **Describe the basic steps for the skill.**
    4. **Model the skill.**
    5. **Have students role play the skill.**
    6. **Discuss how to use the skill in everyday life.**
    7. **Conclude the session.**

- ☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

- ☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Reorder # 40607

Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Teamwork is a part of everyday life. Teams are formed naturally when we come up against tasks that are bigger or more difficult than we can easily do alone.

Every team member is important. Being a good team member doesn't mean that you have to be a star or a hot-shot. It does mean that you do the best that you can.

Teams function best when every member is shown respect. Being a good team member means respecting other people's ideas and feelings. It means letting each member contribute what he or she can.

When you are a member of a team you may have to make compromises and agree to ideas or goals that are not your first choice. A strong team works toward a common goal.

Almost every job depends on teamwork. Your employer will expect you to support and work toward the goals of the company.

Working together can make any job easier.

**CONTINUED ON
PAGE 5**

Attention-Getting Activities

VIDEO

1. Video #8

This video is a scenario which takes place at a Center basketball game. A somewhat short and chubby student is sent into the game when several of his teammates foul out.

ALTERNATE CHOICES

1. Most Important:

Ask the students to name the different positions on a baseball team. Have them discuss which team member is "most" important.

2. One Versus Many:

A heavy object is in the room (desk, couch, etc.). Students are instructed that whoever can move it across the room will receive a reward (candy bars, soft drinks, etc.). See how long it will take the students to realize that it will take teamwork.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Work willingly** with others to accomplish your task.
2. **Respect the talents and skills** of other team members.
3. **Be willing** to accept compromises and the leadership of others.
4. **Participate fully** and do your best.

---

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (›).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Your vocational class has a project to complete that requires everyone's cooperation. You could win the vocation-of-the-month award; however, you disagree with how the project's being done.

2. Your room scores have dragged down the rest of the dorm. There's close competition for dorm-of-the-month. You'd rather go on the recreation trip than stay in to help with the clean-up.

In the Community

1. Your community team has one "hot-shot" who is very good but also hogs all the attention. The other players are getting discouraged.

2. One of the neighborhood children didn't return from the playground. Volunteers are needed to search.

On the Job

1. You have a very important project to get done. It's your responsibility, but you can't finish it alone.

2. Your boss is upset that your project's not done, but your co-worker hasn't done his part.

In a Social Situation

1. Your organization is sponsoring a dance. You are head of the decoration committee, but only two members have shown up.

2. Your group is going to do a skit. You didn't practice your lines. Everyone else is prepared.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- ◆ How could you be part of a team on the job?
- ◆ Can you think of situations in your own life where you are part of a team?
- ◆ How does doing your dorm duties involve teamwork?
- ◆ Do you think a "ball-hog" on a basketball team helps or hurts the team? Why?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

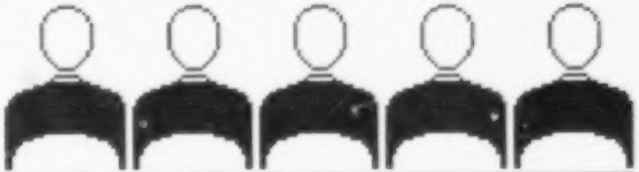
Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.



7. Teamwork

I work well with other students and staff to accomplish a task or goal.

STEPS TO TEAMWORK

1. **Work** willingly with others to accomplish your task.
2. **Respect** the talents and skills of other team members.
3. **Be willing** to accept compromises and the leadership of others.
4. **Participate fully** and do your best.

Teamwork lets us take on big or complex tasks that would be hard or impossible to do alone. Most jobs are big and complex enough that they require teamwork.

Good teamwork involves respecting every member of the team, doing your best, and being willing to accept compromises, if necessary.

Learning to be a good team member can help you to achieve important goals and have a lot of fun.

Remember, working together can make the job easier.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Beginning Social Skills

NUMBER 8

Listening

"The great charm of conversation consists less in the display of one's own wit and intelligence than in the power to draw forth the resources of others."

— Bruyere

U.S. Department of Labor

Job Corps

8

Listening

STAR
SOCIAL SKILLS TRAINING

Beginning Social Skills

Beginning Social Skills are basic to the successful functioning of any group of people. These skills deal with communication and the "social graces." A solid understanding of these basic skills creates a strong foundation for the more complex skills.

Objective

This lesson will be accomplished when the students listen attentively to others and make an effort to understand what is being said.

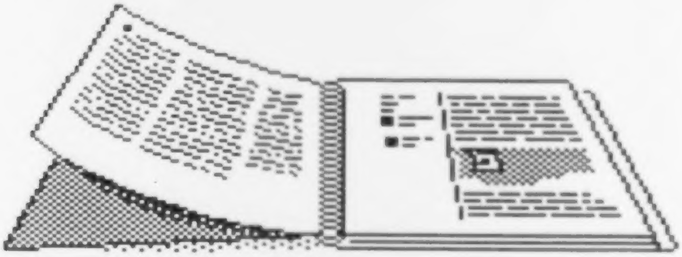
To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 8. A copy is on the back cover of this packet. *(Pass out one copy per student.)*
2. To preview the video tape #20 *(description on page 4);*

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

- ☞ **Review the Objective** on the opposite page (←).
- ☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).
- ☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.
  1. **Use an "Attention-Getting" activity.**
  2. **Introduce the skill.**
  3. **Describe the basic steps for the skill.**
  4. **Model the skill.**
  5. **Have students role play the skill.**
  6. **Discuss how to use the skill in everyday life.**
  7. **Conclude the session.**
- ☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**
- ☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Doesn't it seem like listening should be an easy skill to learn and use? After all, we spend many hours every day "listening" to our parents, our boss, our friends, etc. But learning to be an "active" listener takes lots of practice.

In conversations with others, many times we really aren't listening, but just "waiting to talk." Being a good listener means being attentive to what the other person is saying and listening "with every bone in your body."

A good listener often "listens" to more than just the words that are being said. You can tell how someone is feeling by watching their facial expressions, their body language, their eye contact, etc.

Developing good listening skills is important no matter what job you have. Whether your boss is giving instructions, you're taking an order, or your co-worker is discussing a project with you, it's necessary to listen closely to what is being said so that you understand the job you have to do.

We all want friends who show us respect by listening attentively to what we say. It makes us feel that they're interested in us, that what we say is important and meaningful.

Being a good listener helps us learn more about the people and world around us. People who aren't good listeners miss out on life!

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. Video #20

This video is a flashback to a student's first day on center and her meetings with new friends. The video can be used for all eight beginning social skills and is divided into 3 parts which can be stopped and started again for the next lesson.

ALTERNATE CHOICES

1. Passing the Word.

The group is arranged in a circle. The facilitator whispers a somewhat detailed message to the first student who whispers it to the next and so on. The last student says the message out loud and it is compared to the original. **Materials needed:** an original message.

2. Sounds.

Students are asked to volunteer what they are hearing and these items are listed on the board. Prompt them to consider less noticeable items like their own breathing, etc. **Materials needed:** chalk, chalkboard or similar.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:
  1. **Look** at the person who is talking.
  2. **Think** about what is being said.
  3. **Wait** your turn to talk
  4. **Say** what you want to say.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You are talking with your R.A. about a problem and he or she doesn't seem to be listening to you, but is filling out paperwork while you talk.
2. Your teacher explains how to do the math test. You weren't paying close attention.

In the Community

1. Someone is giving you directions to get to the mall. You are unfamiliar with the area.
2. You are volunteering time on a crisis line.

On the Job

1. Your boss explains how to do a complex task. You are not paying attention.
2. Your co-worker is having job related problems and wants you to listen to them.

In a Social Situation

1. Your friend asks you to pick up something from the store on the way home from work.
2. Your friend is telling you the same story for the third time.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- How would you feel if, while giving a report at work, your boss kept interrupting you to talk about what he's doing?
- How can you tell if someone is really listening to you and not just waiting to talk?
- Do your friends think that you're a good listener? Why?
- Have you ever been on a date with someone who monopolizes the conversation and doesn't appear interested in what you have to say? How do you feel?

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

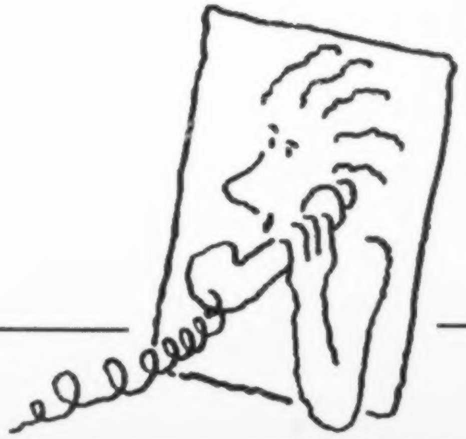
Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.



8. Listening

I listen attentively to others and make an effort to understand what is being said.

STEPS TO GOOD LISTENING

1. **Look** at the person who is talking.
2. **Think** about what is being said.
3. **Wait** your turn to talk.
4. **Say** what you want to say.

If we are good listeners, people who talk to us feel respected and understood.

To be a good listener, pay attention to what is said. Don't interrupt, and show the speaker you are concentrating on what is being said.

To understand what is being said, think about it. If you don't understand, ask questions that will make what is said clear.

Being a good listener is important no matter what job you have. Your boss and co-workers want to know that you respect them, are interested in what they have to say, and understand what you have to do.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Beginning Social Skills

NUMBER 9

Starting a Conversation

"Wise men talk because they have something to say; Fools because they would like to say something."

— Plato

U.S. Department of Labor

Job Corps

9

Starting a Conversation

ST★R
SOCIAL SKILLS
TRAINING

Beginning Social Skills

Beginning Social Skills are basic to the successful functioning of any group of people. These skills deal with communication and the "social graces." A solid understanding of these basic skills creates a strong foundation for the more complex skills.

Objective

This lesson will be accomplished when the students are comfortable starting a conversation with any individual or group and in any situation.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 9. A copy is on the back cover of this packet. *(Pass out one copy per student.)*
2. To preview video tape #14 *(description on page 4)*; **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

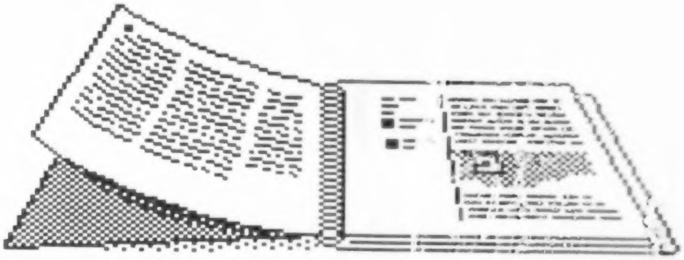
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Have you ever noticed someone who looks interesting and you thought you might like to talk to him or her?

Most people like to interact with others. When someone tries to start a conversation with you it means that they are interested in what you have to say.

Sometimes starting a conversation, especially with someone you don't know well, can make you feel uncomfortable. After all, you don't know if they will want to talk to you. They might be too busy or too shy. On the other hand, they might enjoy getting to know you.

When you want to start a conversation with someone it's easier if you start with small, safe topics. This is called "small talk." If the person seems interested and wants to talk with you, you can bring up more important subjects.

If they don't seem to want to talk, you can end the conversation easily without feeling uncomfortable or embarrassed.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #14

This video is a short scenario depicting a student inappropriately trying to get the attention of her RA who is involved in a conversation with someone else.

ALTERNATE CHOICES

1. Opening Lines.

Have the students volunteer opening lines for conversations. These can be things like "Got a match?", "What's your sign?", "Hot enough for you?", etc. Write these on a blackboard or flip-chart pad.

2. Small Talk.

Have the students think up topics that are safe to talk about with almost anyone (the weather, sports, etc.). Ask them to suggest topics that would not be appropriate. Write them down on a blackboard or flip chart.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

  1. **Greet** the other person.
  2. **Make** small talk.
  3. **Decide** if the other person is listening.
  4. **Bring up** the main topic.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You find out that someone new to Job Corps comes from your hometown. You'd like to talk with them.

2. At dinner you see a new student you'd like to meet.

In the Community

1. You are travelling on a bus, plane, or train. It is going to be a long trip. The person sitting next to you seems interesting and nice.

2. You are at a hockey game and are sitting next to someone who seems to know a lot about the game. You haven't seen a hockey game before and you think maybe this person could explain it to you.

On the Job

1. You are new on the job and it is lunch time. You sit down in the lunch room across from someone who was introduced to you earlier. You know that the person has worked for the company for a long time and you want to find out what the company is like.

2. You run into your boss in the elevator.

In a Social Situation

1. You are at a dance with some of your friends. You see someone with whom you would like to talk.

2. Your friend talks you into going to a meeting with her. She knows a lot of people at the meeting, but you don't know anyone.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What are some topics that you could use to make "small talk?"
- What are some ways that you can tell if the person you've started a conversation with wants to continue talking to you?
- What topics could you make small talk about if you wanted to start a conversation with someone at the bus stop? at a basketball game? on a vacation trip? at a party?
- How might you end a conversation when you don't have time to talk to someone?

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

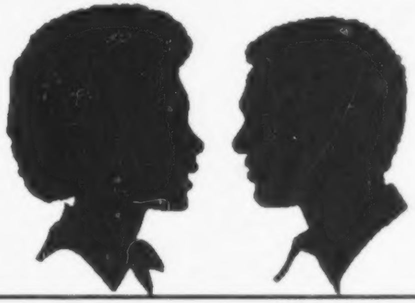
Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.



9. Starting a Conversation

I am confident that I can start a conversation with any person or group in any situation.

Knowing how to start a conversation can help you get to know other people and make new friends.

When you start a conversation with someone, you are telling them that you think they are an interesting person.

Make both yourself and the other person feel comfortable by starting out with "small talk." If the other person is listening and seems interested, you can bring up other topics.

If they don't seem to want to talk, you can end the conversation easily, without feeling uncomfortable or embarrassed.

STEPS TO STARTING A CONVERSATION

1. **Greet** the other person.
2. **Make** small talk.
3. **Decide** if the other person is listening.
4. **Bring up** the main topic.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Beginning
Social Skills

NUMBER 10

Having a Conversation

> *"'Really, now you ask me' said Alice, very much confused, 'I don't think——'*
> *'Then you shouldn't talk,' said the Hatter."*
>
> *— Lewis Carroll*
>
> *Alice's Adventures in Wonderland*

U.S. Department of Labor

Job Corps

10

Having a Conversation

STAR
SOCIAL SKILLS
TRAINING

Beginning Social Skills

Beginning Social Skills are basic to the successful functioning of any group of people. These skills deal with communication and the "social graces." A solid understanding of these basic skills creates a strong foundation for the more complex skills.

Objective

This lesson will be accomplished when the students talk with others about things that are interesting to all of them.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 10. A copy is on the back cover of this packet. (*Pass out one copy per student.*)
2. To preview video tape #20 *(description on page 4)*; **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

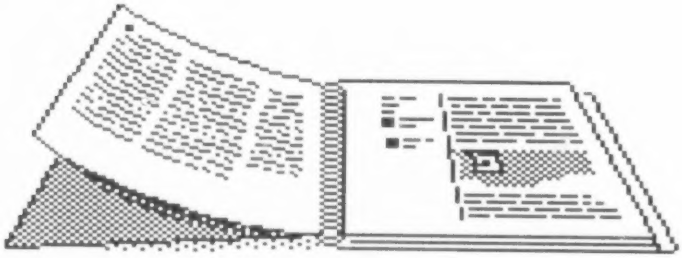
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Having a conversation can be interesting and fun, but it involves give and take.

In a good conversation, each person has a chance to say what they want to say, and then listens to what the other person has to say.

Sometimes in a conversation both people try to talk at the same time, or they don't really listen to what the other person is saying. This can be frustrating and cause misunderstandings.

To be a good conversationalist you must be willing to listen as well as talk.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. **Video #20**

   This video is a flashback to a student's first day on center and her meetings with new friends. The video can be used for all eight beginning social skills and is divided into 3 parts which can be stopped and started again for the next lesson.

ALTERNATE CHOICES

1. **A Bad Conversation.**

   Ask a student to tell you about his/her vocation. Interrupt the student with other subjects frequently. Ask the student how he/she felt.

2. **Non-conversation.**

   Ask a student to tell you about the Super Bowl, a recent movie or an event that he/she is interested in. Respond to each statement by saying"Oh," or "Yeah," or "I don't know." Ask the others if this is a good conversation.

3. Create your own "Attention-Getting" activity.

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Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:
  1. **Say** what you want to say.
  2. **Ask** the other person what he or her thinks.
  3. **Listen** to what the other person says.
  4. **Say** what you think.
  5. **Make** a closing remark.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (›).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You just met a new student and want to know more about him or her.
2. At lunch you and your friends want to talk about your plans for the evening.

In the Community

1. You meet your neighbor out in front of the apartment building and you talk about problems in the neighborhood.
2. At a community meeting you sit next to someone you don't know well.

On the Job

1. You meet a co-worker for lunch and talk about the project you are working on.
2. Your boss invites you in to talk about an idea she has for a new project.

In a Social Situation

1. After a movie you stop for a snack. Your friend liked the movie and you didn't.
2. You go to dinner with a blind date.
3. You meet someone and he/she asks you if you follow sports events. You say no, and the person doesn't say anything else.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What could you do if the other person keeps interrupting you?
- How could you tell if the other person isn't listening to what you have to say?
- Is it important for two people to agree on something for them to have a good conversation?
- Name some good ways to close a conversation.

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

10. Having a Conversation

I talk to others about things that are interesting to all of us..

STEPS TO HAVING A CONVERSATION

1. **Say** what you want to say.
2. **Ask** the other person what he or she thinks.
3. **Listen** to what the other person says.
4. **Say** what you think.
5. **Make** a closing remark.

Having a conversation can be easy and enjoyable. It can be a chance to relax and share ideas with friends, to discuss important issues or to learn something new.

The key to having a good conversation is to be willing to give and take. It's important to say what you think **AND** to listen attentively to what the other person has to say.

If you're willing to say what's on your mind and to listen to others, you'll be a good conversationalist!

Artwork by James Darwin
Keystone JCC

Social Skills Training

Job Corps

Facilitator's Skill Packet

Beginning Social Skills

NUMBER 11

Asking a Question

"The only dumb question is the question you don't ask."

— Anonymous

U.S. Department of Labor

Job Corps

11

Asking a Question

ST★R SOCIAL SKILLS TRAINING

Beginning Social Skills

Beginning Social Skills are basic to the successful functioning of any group of people. These skills deal with communication and the "social graces." A solid understanding of these basic skills creates a strong foundation for the more complex skills.

Objective

This lesson will be accomplished when the students decide what information they need and ask the right person for that information at the right time and place and in the right way.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 11. A copy is on the back cover of this packet. *(Pass out one copy per student.)*

2. To preview video tape #20 *(description on page 4);* **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

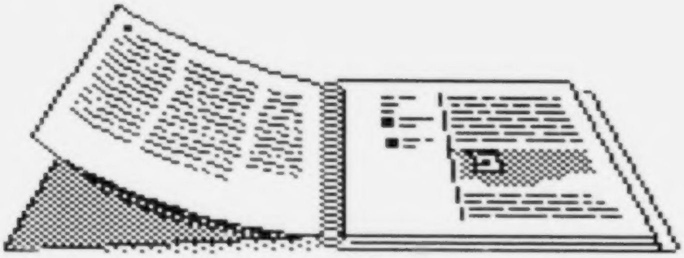
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Sometimes asking a question can be the smartest move you can make. It can save you a lot of hassles, mistakes and wasted effort. No one knows all of the answers all the time.

Not knowing something doesn't mean that you're stupid. Often the people we think of as smart are those who were willing to ask the simplest questions.

When you decide to ask a question, it's important to ask someone who will probably know the right answer or who has the best information.

Timing is also important. If you interrupt someone who is busy, he or she may get angry or upset, and you may not get the information you need. It's important to wait for an opening.

If you don't find out what you need to know, try asking someone else.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. **Video #20**

This video is a flashback to a student's first day on center and her meetings with new friends. The video can be used for all eight beginning social skills and is divided into 3 parts which can be stopped and started again for the next lesson.

ALTERNATE CHOICES

1. **20 Questions.**

Select two students and have each of them in turn come up with an object in the room. Play two rounds of the game "20 Questions" with the rest of the group asking questions. Discuss afterwards how some of the questions SEEM stupid. Discuss also how important asking questions is to finding out things you need or want to know.

2. **When to Ask.**

Stand at the front of the room. In a very soft voice instruct the students to stand, face left and raise one hand over their heads. See if this leads the students to ask you to repeat louder, ask you to clarify your left or their left, which hand, etc.

3. Create your own "Attention-Getting" activity.

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Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:
  1. **Decide what** you need to know
  2. **Decide whom** to ask.
  3. **Think about** different ways to ask your questions and pick one way.
  4. **Pick the right time and place** to ask your question.
  5. **Ask** your question.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. It's finally payday. After you wait in line for 10 minutes the staff member tells you that your paycheck didn't come.

2. You know you have a group meeting tonight, but you can't remember where or when it is. Your RA has several other students in the office and she is on the telephone. You can't miss the group.

In the Community

1. You stop at a gas station to use the restroom. The bathroom is locked and the key is kept in the office.

2. You're at the Post Office and you want to register to vote. You don't know what to do.

On the Job

1. You are working with your crew on a carpentry project. Your boss asks you to get him a tool. You don't know what the tool is.

2. You arrive in a large office building for a job interview and don't know where the room is located. There's a receptionist at a booth in the lobby. Have two students approach/ask in opposite ways: abruptly and politely. Discuss who gets more information.

In a Social Situation

1. Your friend has agreed to go out with you. You see her in the cafeteria with several others and you want to know what she wants to do tonight.

2. You need a personal item at the drug store and you can't find what you need.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- When is a bad time to ask a question? Why?
- What are some questions **you** should ask an employer on a job interview?
- How should you decide **who** to ask when you have a question about home leave? clothing allowance? a personal problem? Your GED test?
- If you are new to a town or community, what would you need to find out? Who could you ask.

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

11. Asking A Question

I know when I should ask a question, who I should ask, and how to ask it in the right way.

STEPS TO ASKING A QUESTION

1. **Decide** what you need to know.
2. **Decide** who to ask.
3. **Think about** different ways to ask your question and pick one way.
4. **Pick** the right time and place to ask your question.
5. **Ask** your question.

Asking a question can be a smart move. No one knows all the answers all of the time. Even the smartest person needs to ask questions sometimes.

Asking a question is a good way to learn more about something you don't understand, something you didn't hear, or something that is confusing.

When you ask a question, you should decide who has the best information to give you a correct answer. In class, don't depend on your friend when you can get the right answer from your teacher.

Remember, timing is important. If you interrupt someone who is busy, you may not get the information you need. Be sure to pick the right time to ask your question.

Asking a question can save you hassles, mistakes and wasted time. **It's a smart move!**

Social Skills Training
Job Corps

Facilitator's Skill Packet

Beginning Social Skills

NUMBER 12

Saying "Thank You"

"Nothing is more honorable than a grateful heart."

— Seneca

U.S. Department of Labor

Job Corps

12

Saying "Thank You"

ST★R
SOCIAL SKILLS TRAINING

Beginning Social Skills

Beginning Social Skills are basic to the successful functioning of any group of people. These skills deal with communication and the "social graces." A solid understanding of these basic skills creates a strong foundation for the more complex skills.

Objective

This lesson will be accomplished when the students are courteous and show appreciation to others when appropriate.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 12. A copy is on the back cover of this packet. *(Pass out one copy per student.)*
2. To preview video tape #20 *(description on page 4);*

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

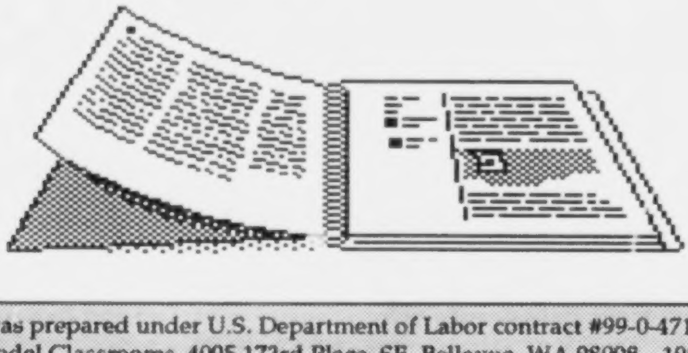
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the white duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

- Saying "thank you" **IS** a skill! It is something we learn to do.
- Sometimes we forget how important it is to others to show appreciation for the good things they do by saying "thank you."
- To get ahead in life, it is important to learn to say "thank you" even when we don't like what's being said or after we're corrected. We all can learn from our mistakes.
- We can say "thank you" in many ways, **both verbally and by our actions**.
- Learning to accept a "thank you" is important, too.
- **The best "thank yous" are always those that are honest and sincere.**

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. **Video #20**

   This video is a flashback to a student's first day on center and her meetings with new friends. The video can be used for all eight beginning social skills and is divided into 3 parts which can be stopped and started again for the next session.

ALTERNATE CHOICES

1. **Thank You cards.**

   Each student on entering is given a Thank You card and an envelope. They are told to pick one person they would like to thank and write a brief 'thank you.' Students are then asked to volunteer whom they wrote to and why. The cards are picked up and distributed or mailed. **Materials needed:** One 'Thank You' card per student with an envelope.

2. **Thank You Poster.**

   At the front of the room is a big piece of poster board or butcher paper with "THANK YOU" written on it, leaving room for someone's name to be put on it at the same size. Students are asked to suggest someone in the Center who deserves thanks. This is voted on. The person's name is put on the poster, and all the members of the class sign it (they may add positive comments if they like). The poster is hung up at the center. **Materials needed:** Poster board or butcher paper. Pens, pencils, markers or paint. Tape or pushpins to hang up poster.

3. Create your own "Attention-Getting" activity.

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3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below.

1. **Decide** if the other person said or did something for which you want to thank him/her.
2. **Choose a good time** and place to thank the other person.
3. **Thank the other person** in a friendly way.
4. **Tell the other person why** you are thanking him/her.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (›).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Your counselor was really supportive of you when you returned to Center after a family emergency.

2. As you are sitting at your desk about to begin your class day, suddenly you remember you left your locker open and your wallet lying on the bed. As you're about to dash out of class, your roommate rushes in and hands you your wallet with all contents intact and the key to your locker.

In the Community

1. A community member arranged for a donation of books to the Center library.

2. Your baseball coach yells at you to choke up on the bat. You try it and get a hit.

On the Job

1. Your supervisor compliments you for doing a very good job on preparing the monthly report.

2. Your co-worker sees you doing something wrong and shows you the right way to do it.

In a Social Situation

1. You are carrying several packages. Someone stops to open the door for you.

2. A member of the opposite sex compliments you on how good you look.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Can you think of a situation when you thanked someone for telling you something you didn't really like? When?
- Are there people that you never thanked who helped you sometime? Who are they?
- How do you feel when someone thanks you for what you've done?
- How can you show your thanks without actually saying the words?

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7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

12. Saying "Thank you"

I am able to thank someone when it is appropriate.

STEPS TO SAYING "THANK YOU"

1. **Decide** if the other person said or did something for which you want to thank him/her.
2. **Choose** a good time and place to thank the other person.
3. **Thank** the other person in a friendly way.
4. **Tell** the other person why you are thanking him/her.

Learning to say "thank you" when someone has helped you or done something nice is an important skill. By using these two simple words, we let others know that we appreciate their thoughts, words, or deeds. Saying "thanks" encourages others to help someone again.

Saying "thank you" also tells other people about you. It shows them that you are the kind of person who recognizes others for doing something nice, who respects others for their knowledge and actions, and who cares about other people — that you're a good friend or co-worker.

The hardest "thank you" to say is when someone corrects you or tells you what to do. If you learn something from a mistake or find out a better way to do something, remember to thank the other person.

Learning how to say "thank you" as well as accepting "thank you" is a basic necessity in life. It helps build character, makes us feel better about ourselves and brightens someone else's day.

Social Skills Training
Job Corps

Facilitator's Skill Packet

Beginning Social Skills

NUMBER 13

Introducing Yourself

> *"'If you think we're wax-works,' he said, 'you ought to pay, you know. Wax-works weren't made to be looked at for nothing. No how!' 'Contrariwise,' added the one marked 'Dee,' 'if you think we're alive, you ought to speak.'"*
>
> — *Lewis Carroll*
> ***Alice's Adventures in Wonderland***

U.S. Department of Labor

Job Corps

13

Introducing Yourself

ST★R SOCIAL SKILLS TRAINING

Beginning Social Skills

Beginning Social Skills are basic to the successful functioning of any group of people. These skills deal with communication and the "social graces." A solid understanding of these basic skills creates a strong foundation for the more complex skills.

Objective

This lesson will be accomplished when the students introduce themselves appropriately to others on their own initiative.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 13. A copy is on the back cover of this packet. *(Pass out one copy per student.)*
2. To preview video tape #20 *(description on page 4);*

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

- ☞ **Review the Objective** on the opposite page (←).

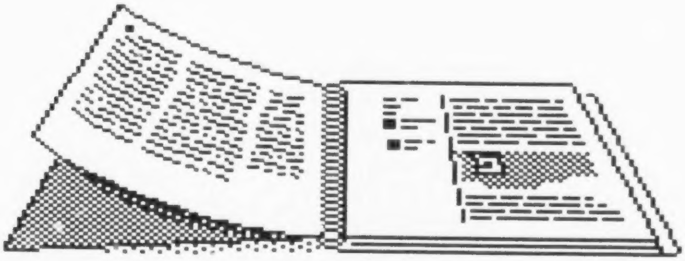
- ☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

- ☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

  1. **Use an "Attention-Getting" activity.**
  2. **Introduce the skill.**
  3. **Describe the basic steps for the skill.**
  4. **Model the skill.**
  5. **Have students role play the skill.**
  6. **Discuss how to use the skill in everyday life.**
  7. **Conclude the session.**

- ☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

- ☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

At one time or another we are faced with a work or social situation where we don't know the other people. To meet new people or get comfortable with the group, it's important to know how to introduce yourself. Sometimes someone else will take the first step and introduce themselves, but often it'll be up to you.

Sometimes we feel uncomfortable or nervous meeting new people. We wonder what they will think of us. Will they like us? Do they want to get to know us? It's always a risk, but some of life's best opportunities come from introducing ourselves to people we don't know.

There are often other opportunities to introduce ourselves when new people enter our environment. It's easy when we're feeling comfortable to greet new people when they move into your dorm, start working with you, or join your team. Remember how hard it is to make the first step and instead introduce yourself to them. You'll probably make a wonderful new friend! Try it! It's easy!

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. **Video #20**

   This video is a flashback to a student's first day on center and her meetings with new friends. The video can be used for all eight beginning social skills and is divided into 3 parts which can be stopped and started again for the next lesson.

ALTERNATE CHOICES

1. **Introduce Your Partner.**
   Divide the students into groups of two. In five minutes or so, the students should come up with 5 adjectives to describe their partner. Bring the group back together and have each student introduce their partner using the 5 adjectives.

2. **Silent Introductions.**
   Form the group into a standing circle. WITHOUT WORDS, greet the person on your right and direct them to greet the next student. Continue ***silently*** around the circle until everyone has met one another.

3. Create your own "Attention-Getting" activity.

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Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Choose** a good time and place to introduce yourself.
2. **Greet** the other person and tell him/her your name.
3. **Ask** the other person his or her name if you have not been introduced.
4. **Tell** the other person something to help start your conversation.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You see someone who is brand new to the Job Corps program and who looks interesting to meet.

2. You are in an intramural game with people from Job Corps you haven't previously met.

In the Community

1. You are on a Job Corps team that is playing a team from the community.

2. You're selected as your center's representative to a community function. You don't know anyone there.

On the Job

1. You are new on the job and you want to meet your co-workers.

2. A new worker is hired on to your section at work.

In a Social Situation

1. You go to a party and everyone else seems to know one another.

2. You are at a dance and see someone you'd like to meet.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- ◆ If you see a person at a party who you think you'd like to meet, what would you do?
- ◆ How would you introduce yourself to a potential employer? At a job interview?
- ◆ When is it appropriate to shake hands?
- ◆ How would you introduce yourself to new neighbors who move into your complex? What do you want them to know about you?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

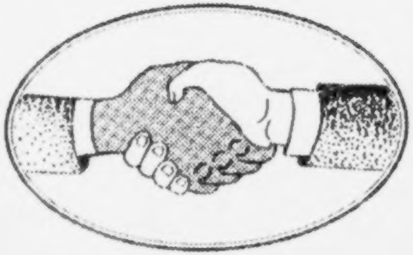
1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

13. Introducing Yourself

I am comfortable approaching someone and introducing myself in an appropriate manner.



At one time or another, everyone feels uncomfortable or nervous meeting new people. By learning how to introduce yourself and practicing the skill, you'll become more confident and at ease.

You never know what the outcome will be of introducing yourself. You might make a new friend, find out about a job opportunity, or just enjoy yourself in a social gathering. But whatever the outcome, it all starts with learning how to introduce yourself.

Sometimes you can put the shoe on the other foot. If you see someone new at work or notice someone at a party who doesn't know many others, try introducing yourself first. You'll help them feel comfortable, and both of you will have more fun.

Remember that meeting new people, whether on the job, at a party, or in other social settings, it all starts with that first simple step . . . introducing yourself. Just smile, look them in the eye, shake hands if you'd like, and introduce yourself.

STEPS TO INTRODUCING YOURSELF

1. Choose a good time and place to introduce yourself.
2. Greet the other person and tell him/her your name.
3. Ask the other person his or her name if you have not been introduced.
4. Tell the other person something to help start your conversation.

Social Skills Training
Job Corps

Facilitator's Skill Packet

Beginning Social Skills

NUMBER 14

Introducing Other People

"'Who was that masked man?' 'Why that, that was the Lone Ranger!'"

— Radio and TV show dialogue

Job Corps

14

Introducing Other People

ST★R SOCIAL SKILLS TRAINING

U.S. Department of Labor

Beginning Social Skills

Beginning Social Skills are basic to the successful functioning of any group of people. These skills deal with communication and the "social graces." A solid understanding of these basic skills creates a strong foundation for the more complex skills.

Objective

This lesson will be accomplished when the students recognize when people don't know one another and introduce them properly.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 14. A copy is on the back cover of this packet. *(Pass out one copy per student.)*
2. To preview video tape #20 *(description on page 4)*; **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

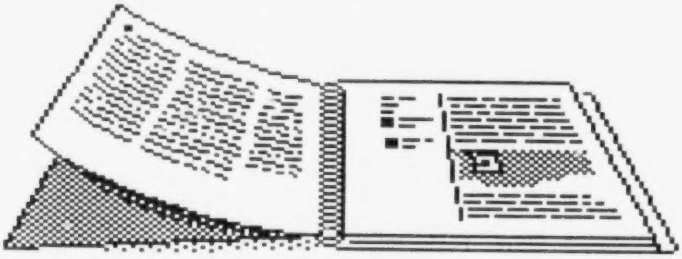
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Learning to introduce others is an important social skill to acquire. Often in work and social situations we are called upon to introduce friends and co-workers to other people. Knowing how to feel comfortable with introducing strangers can help others feel at ease. We've all been in situations where we don't know the others in the group. When someone introduces us, we feel more comfortable and relaxed. Socially, making introductions is a sign of courtesy and politeness.

Probably the most important result of using this skill is that we tell other people that they are important to us and that we respect them.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #20

This video is a flashback to a student's first day on center and her meeting with new friends. The video can be used for all eight beginning social skills and is divided into 3 parts which can be stopped and started again for the next lesson.

ALTERNATE CHOICES

1. Introducing Your Partner.

Ask the students to select a partner who they don't know very well. Give them a few minutes to get to know one another. Have the students return to the group and ask each student to introduce their partner, giving as much information as they can.

2. Passing the Introduction.

Have the students form a circle. In a whispered voice, the facilitator begins by telling the student on his/her left several things about himself/herself. The students then pass the message from one to the other. The last person then introduces the facilitator to the group with the information he/she received.

3. Create your own "Attention-Getting" activity.

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3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listedbelow:
  1. **Name the first person** and tell him or her the name of the second person.
  2. **Name the second person** and tell him or her the name of the first person.
  3. **Say something that helps** the two people get to know each other.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Someone you know from your old home town joins Job Corps. He or she is in the same vocational class as some of your friends.

2. You have a visitor at your dorm. Several of your dormmates are nearby.

In the Community

1. You are walking down the street with a friend when someone you once met calls out to you and comes over to talk. (Variation: you can't remember their name.)

2. At a community relations luncheon you have to introduce the guest speaker.

On the Job

1. Your boss asks you to get together with a group of employees to handle a special project. Some of the people you know and some you don't.

2. You have a new employee who you want to introduce to his or her co-workers.

In a Social Situation

1. You take a friend over to your parents' house to meet your family.

2. You take a friend to a party and he or she doesn't know anyone else.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- ◆ How would you introduce your date to your mom?
- ◆ How would you introduce a co-worker to one of the company's supervisors?
- ◆ What would you do if you forgot someone's name?
- ◆ If you're introducing someone to a group, what information would you give?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

14. Introducing Other People

I introduce people who don't know each other in a proper way.

Introducing other people is an important way of showing courtesy in social situations.

Since meeting new people can be awkward or uncomfortable, **introducing people to each other helps them feel at ease and comfortable.**

By introducing others, **we show them that they are important to us and that we respect them.** That's important whether at work or in a social setting.

STEPS TO INTRODUCING OTHER PEOPLE

1. **Name the first person** and tell him or her the name of the second person.
2. **Name the second person** and tell him or her the name of the first person.
3. **Say something that helps** the two people get to know each other.

Social Skills Training
Job Corps

Facilitator's Skill Packet

Beginning Social Skills

NUMBER 15

Giving a Compliment

> *"To say a compliment well is a high art, and few possess it."*
>
> *—Mark Twain*

Job Corps

15

Giving a Compliment

ST★R
SOCIAL SKILLS
TRAINING

U.S. Department of Labor

Beginning Social Skills

Beginning Social Skills are basic to the successful functioning of any group of people. These skills deal with communication and the "social graces." A solid understanding of these basic skills creates a strong foundation for the more complex skills.

Objective

This lesson will be accomplished when the students tell others in a respectful manner that they like something about them or something that they have done.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 15. A copy is on the back cover of this packet. *(Pass out one copy per student.)*
2. To preview video tape #20 *(description on page 4);* **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

- ☞ **Review the Objective** on the opposite page (←).

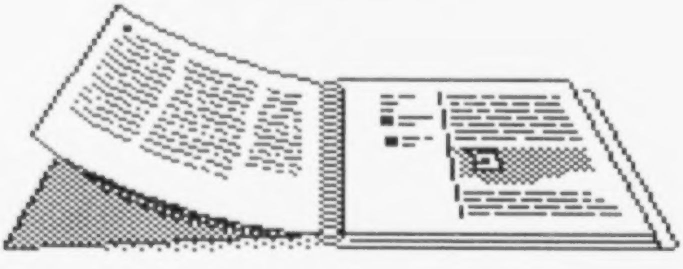
- ☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

- ☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

    1. **Use an "Attention-Getting" activity.**
    2. **Introduce the skill.**
    3. **Describe the basic steps for the skill.**
    4. **Model the skill.**
    5. **Have students role play the skill.**
    6. **Discuss how to use the skill in everyday life.**
    7. **Conclude the session.**

- ☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

- ☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

A compliment is like a gift you can give to someone to let them know that you like something about them, or something that they have done. Giving compliments tells others that they are important to us and that we appreciate what they are doing.

Giving a compliment can be very personal. Sometimes people aren't used to giving or receiving compliments and they may feel uncomfortable or embarrassed.

When you give a compliment you want to sound sincere, **like you really mean it**. Sometimes if you give someone a compliment in front of other people, or you make too big a deal about it, you might embarrass yourself or the person that you meant to compliment.

That's why it's very important to choose the right place and time to give your compliment.

Giving a compliment lets others know that you appreciate them and what they are doing. That makes both you and the other person feel good!

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. Video #20

This video is a flashback to a student's first day on center and her meetings with new friends. The video can be used for all eight beginning social skills and is divided into 3 parts which can be stopped and started again for the next lesson.

ALTERNATE CHOICES

1. Practice Session.

Have the students stand in two lines facing each other. Each student is to give a true and sincere compliment to the person he or she is facing ("I think you have a great smile,"etc.). Both persons give a compliment to each other. Then one of the lines shifts one person to the right so that everyone is facing someone new. Again, short compliments are given. This is repeated until all the students have complimented each other.

2. Modeling.

Start the class by complimenting each of the students on something you appreciate about them. Be sure to do this in a non-embarrassing way! Also, be sincere and genuine.

3. Create your own "Attention-Getting" activity.

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Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:
  1. **Decide what** you want to compliment about the other person.
  2. **Decide how** to give the compliment.
  3. **Choose** the right time and place to give it.
  4. **Give** the compliment.

---

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You are playing a game with someone. He or she is your opponent but makes an exceptionally good play in the game.

2. Your roommate fixed her hair differently and you really like it.

In the Community

1. A waiter gives you very good service.

2. You and your friend are in town and a group of local guys starts harrassing you. Your friend skillfully avoids a fight.

On the Job

1. A fellow worker is doing the same kind of project or work that you are. He or she is doing an exceptionally good job on an area of it that you know is really difficult to do.

2. You are at a meeting at work and a person offers a really good idea. You also notice that she's wearing a really pretty blouse.

In a Social Situation

1. You go to someone's house for dinner. You didn't like the main course, but the dessert was great.

2. Your friend organized a party and it went very well.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- ◆ What are some things that you could say to compliment a friend?
- ◆ What could you say to compliment someone you don't know well?
- ◆ Can you think of a time when a compliment has embarrassed you?
- ◆ Who are some of the people in your life that you could compliment? Why?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

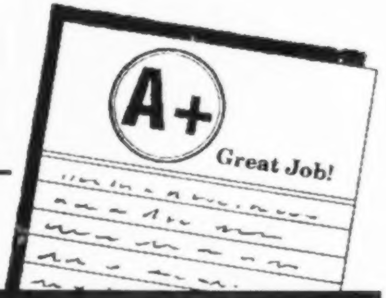
Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

15. Giving A Compliment



I tell others in a respectful way that I like something about them or something that they have done.

STEPS TO GIVING A COMPLIMENT

1. **Decide** what you want to compliment about the other person.
2. **Decide** how to give the compliment.
3. **Choose** the right time and place to give it.
4. **Give** the compliment.

Giving a compliment is like giving a person a very personal gift. It tells the other person that you appreciate what they are doing and that they are important to you.

If you think of giving a compliment as being the same as giving a personal gift, you will be able to decide when, where, and how to give it appropriately.

Some people have trouble accepting compliments. We shouldn't let that stop us from giving them.

Giving compliments, like giving gifts, makes you and the other person feel good.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Advanced Social Skills

NUMBER 16

Asking for Help

> *"The people who get on in this world are the people who get up and look for the circumstances they want and, if they can't find them, make them."*
>
> *— George Bernard Shaw*

Job Corps

16

Asking for Help

STAR
SOCIAL SKILLS TRAINING

U.S. Department of Labor

Advanced Social Skills

Advanced Social Skills are those skills that a person uses in complex interactions with others. They build on the Beginning Social Skills and focus on achieving broader objectives.

Objective

This lesson will be accomplished when the students ask for help from the proper person in a respectful manner.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 16. A copy is on the back cover of this packet. *(Pass out one copy per student.)*
2. To preview the video tape #16 *(description on page 4)*; **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

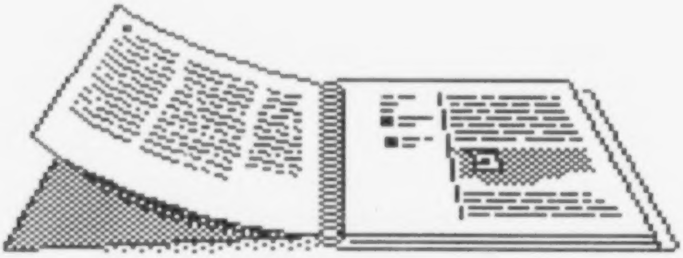
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Reorder # 40616

Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Everyone needs help at some time or another. Asking for help doesn't mean that you're weak. It means that you could use some assistance with what you're doing.

Once you have decided that you could use some help, it's important to ask someone who is knowledgeable and willing to assist you.

You will need help with lots of things in your life. Sometimes deciding that you don't need or want help could be a big mistake. Think carefully about what you will be doing. If you could use some help to make the job easier or to avoid a mistake, be sure to ask for it.

Sometimes people will offer to help you without you having to ask. Be gracious and accept the help that is offered as a gesture of friendship. When you work together to accomplish a task, the load is lighter for everyone.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. Video #5

This music video features a number of students who are unenthusiastically rehearsing the song "Lean On Me" for a Center assembly. The lead singer suggests that if they think about occasions in their own lives when they have helped others or been helped by others, they will be better able to express the lyrics in the song. We then see a short scenario involving each student in a situation when they are receiving or giving help.

ALTERNATE CHOICES

1. Help!

When the students enter, one student is chosen to come to the front of the group. He/she is asked to stand with arms out, palms down. On the back of each hand is placed a flat candy bar (or dollar bill) and on top of each candy bar is placed a paper cup half-full of water. The student is told that the candy bar is his/hers if he/she can get to it without spilling any water and without using his/her hands or mouth to take the cups off. There are no other restrictions. Many students will go through all kinds of contortions OR they will realize (or you can demonstrate) that all they need to do is ask someone else to take the cups off for them. **Materials needed:** two candy bars, two paper cups, a small container of water, and a towel for cleanup, if necessary.

2. Everyone Needs Help Sometimes:

Select a heavy object in the room. Try (unsuccessfully) to move it yourself. See if anyone volunteers to help you. If not, ask a student for assistance. Identify two or three other small tasks. Ask various students to help with each one. You should be able to show that it's easy to ask for help.

3. Create your own "Attention-Getting" activity.

____

____

____

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** what the problem is.
2. **Decide** if you want help for the problem.
3. **Think** about people who might help and select one.
4. **Tell** the person about the problem; ask for help.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. In math class you are working on the fractions unit, but you just can't seem to get it. Your teacher doesn't look busy with other students.

2. When you make your bed in the dorm you just can't seem to get it to look very neat. Your roommate does a great job making his or her bed.

In the Community

1. You are in a big clothing store. The bag you have been carrying your purchases in rips and everything you have in it is about to fall out. There is a clerk behind a nearby counter who isn't waiting on anyone.

2. You arrive home with both arms loaded down with groceries and the lobby door to your apartment building is shut. Two children are playing on the porch.

On the Job

1. You've been given a rush assignment by your boss and you know you won't be able to finish it on time. One of your co-workers doesn't seem to be busy.

2. Your office has just started a new procedure. You're not sure you can do it correctly.

In a Social Situation

1. You've been assigned to organize the company picnic this year. It's a big job to make all of the arrangements by yourself.

2. You have a chance to go to a dance with someone you really like, but you don't know how to dance. Your friend is a really great dancer.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Can you think of a time in the last week that you could have used some help but didn't ask for it?
- Name some of the reasons that people don't like to ask for help when they need it.
- How do you decide who to ask for help?
- If you moved to a new city, what things would you need help with? Who could you ask? (i.e., location of grocery stores, banks, bus stop, etc.)

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

16. Asking for Help

I ask for help from the right person in the right way when I need it.

STEPS TO ASKING FOR HELP

1. **Decide** what the problem is.
2. **Decide** if you want help for the problem.
3. **Think** about people who might help and select one.
4. **Tell** the person about the problem; ask for help.

Everyone needs help at one time or another. Asking for help doesn't mean that you are weak. It just means that you could do a task better with help. **Think carefully** about what you need to do and decide if you want or need help.

When you ask for help, it is a good idea to pick someone who you think is knowledgeble and who might be willing to help you. **If the person you ask says no, don't be discouraged. Ask someone else!**

RING!
RING!
RING!
HELP!

Social Skills Training
Job Corps

Facilitator's Skill Packet

Advanced Social Skills

NUMBER 17

Joining In

> *"One man can be a crucial ingredient on a team, but one man cannot make a team."*
>
> *— Kareem Abdul-Jabbar*

Job Corps

17

Joining In

ST★R
SOCIAL SKILLS
TRAINING

U.S. Department of Labor

Advanced Social Skills

Advanced Social Skills are those skills that a person uses in complex interactions with others. They build on the Beginning Social Skills and focus on achieving broader objectives.

Objective

This lesson will be accomplished when the students choose appropriate ways and times to become part of a group.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 17. A copy is on the back cover of this packet. *(Pass out one copy per student.)*
2. To preview video tape #7 *(description on page 4)*, **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4*.

Using this Skill Packet

- ☞ **Review the Objective** on the opposite page (←).

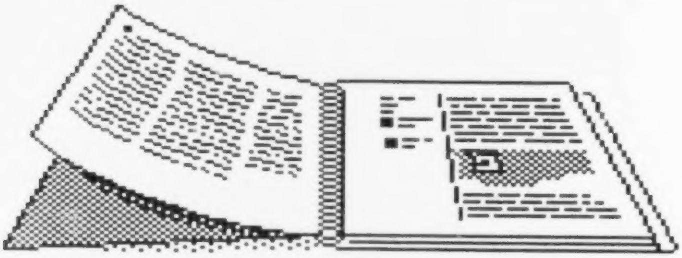
- ☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

- ☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

  1. **Use an "Attention-Getting" activity.**
  2. **Introduce the skill.**
  3. **Describe the basic steps for the skill.**
  4. **Model the skill.**
  5. **Have students role play the skill.**
  6. **Discuss how to use the skill in everyday life.**
  7. **Conclude the session.**

- ☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

- ☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Joining in is a lot like a car pulling onto a busy road. If you force your way in, or if you are too hesitant, you might hurt yourself or others. Like pulling into traffic, joining in a group activity depends on timing.

If you want to join in on a conversation or discussion, wait until there is an opening or pause and then offer your ideas. If you decide you want to join in an activity, a game or other event, timing is especially important. You don't want to disrupt the activity, but you want to join in smoothly.

Remember, you don't always need to wait to be asked or invited to join an activity. If you choose a good way and time to try it, you'll find that you can easily join in lots of fun activities and make new friends, too.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. Video #7

In this video a new student is caught in an off-limits area by a security guard. They discuss the difficulty the student is having with joining in student activities. During the discussion we see a montage of the student failing in his attempts to join in a number of activities on Center such as a basketball game, a card game, a student field trip, etc.

ALTERNATE CHOICES

1. The Conversation.

In advance, arrange with a student or co-facilitator to start a conversation about something of interest (a sports play-off, current event, etc.). Discuss the event and see if others join in the conversation. As a group, discuss how others did or did not join in.

2. Situations.

Ask students to volunteer situations when they wanted to join in, but didn't. See if they can identify why they didn't try to join in.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- ◆ Ask the students to try to name the steps.
- ◆ Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- ◆ Review the steps listed below:

1. **Decide** if you want to join in an activity others are doing.
2. **Decide** the best way to join in.
3. **Choose** the best time to join in.
4. **Join in** the activity.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer who you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- ◆ Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- ◆ Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- ◆ Give each group a few minutes to prepare their role play.
- ◆ Have each group perform their skit.
- ◆ Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Several Job Corp members are going into town together. You'd like to go too.

2. Members of the dorm are playing a team game. A team is short one player. You like to play the game.

In the Community

1. Your apartment building has a tenant's association. You would like to participate because you have some concerns. Your neighbor is a member.

2. You've heard about a new bowling team forming in your community. You're a pretty good bowler.

On the Job

1. Several people you like at work sit together at lunch. You'd like to join the group.

2. There's a new job project opening up at work. Several people you know have already been picked. You'd like to be on the team.

In a Social Situation

1. You want to go out, but you don't have any transportation. Two friends are going out with dates together in a van that seats six.

2. At a neighborhood picnic some people who you don't know are discussing your favorite sport.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What do you do if you do it right and it still doesn't work?
- What would you do to make it easier for someone who is obviously trying to join in?
- Why do you think it's important for you to learn to join in?

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

17. Joining In

I choose appropriate ways and times to try to become part of a group.

Joining in is a lot like a car pulling onto a busy road. If you force your way in, or if you are too hesitant, you might hurt yourself or others.

If you decide you want to join in a conversation or activity, you need to be sure to pick the right time and way. You don't want to disrupt things; you just want to fit in smoothly.

You don't always have to wait to be asked to join in the conversation. When you choose a good way and time to try it, you'll find you can easily join in lots of interesting and fun activities.

STEPS TO JOINING IN

1. **Decide** if you want to join in an activity others are doing.
2. **Decide** the best way to join in.
3. **Choose** the best time to join in.
4. **Join in** the activity.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Advanced Social Skills

NUMBER 18

Giving Instructions

"Waiting limited to sixty minutes in any hour"

— parking sign seen in a small town in England

Job Corps

18

Giving Instructions

ST★R
SOCIAL SKILLS
TRAINING

U.S. Department of Labor

Advanced Social Skills

Advanced Social Skills are those skills that a person uses in complex interactions with others. They build on the Beginning Social Skills and focus on achieving broader objectives.

Objective

This lesson will be accomplished when the students clearly explain to others how to do a specific task.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 18. A copy is on the back cover of this packet. (*Pass out one copy per student.*)
2. To preview the video tape *(video unavailable at this time);* **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

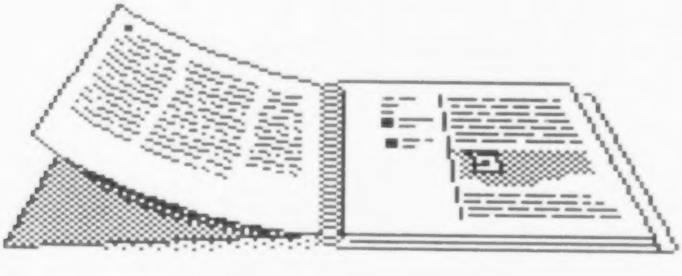
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Anytime we give instructions to someone we are telling that person how to do something. We all give instructions almost every day. It could be telling someone how to find your house, or how to make a cake, or how to do a math problem. The more clear and detailed the instructions are, the more likely what someone does will resemble what we want.

When you give instructions to someone you are giving them the responsibility to complete a task. First you need to decide if you want them to do it exactly as you had in mind. If so, your instructions must be very specific and clear. If you want the person to use some judgement, then your instructions can be more general.

When you are giving instructions, it's important to check to see if they are understood. You could simply ask "Do you understand?" or "Is this clear?" Or, you could ask the person to repeat the instructions to you or to write them down. If the instructions aren't clear, you may be asked to give instructions to other members of your crew or your co-workers.

It will be important for you to be able to clearly communicate what needs to be done. If you are good at giving instructions, you may be promoted to a supervisory position.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. *(Video unavailable at this time.)*

ALTERNATE CHOICES

1. **Origami.**

The facilitator distributes an instruction sheet that tells how to fold a sheet of paper into an origami construction such as a paper bird. Students are given 5 minutes to do this. **Materials needed:** origami instructions, paper.

2. **Shapes and Colors.**

Two students are selected from the group. Each stands in front of a big sheet of paper at the front of the room. These sheets face the room, but have a screen between them so that a person standing in front of one sheet cannot see the other sheet. The student on the left is told to draw a pattern using two circles, two triangles, and a square. He or she is to use at least two colors of marking pen. After completing this, he or she tells the other student how to draw the same pattern. VARIATION: If time, do this a second time, but allow the second student to ask questions.**Materials needed:** large sheets of paper, some kind of screen, 2 or more colors of marking pens.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** what needs to be done.
2. **Think** about the different people who could do it and choose one or more.
3. **Ask** those persons if they understand what to do.
4. **Ask** the other persons if they understand what to do.
5. **Change or repeat** your instructions if you need to.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You are in charge of hall clean up for your dorm. You want a new student to strip and wax the floor.
2. A new student asks you how to apply for a weekend pass.

In the Community

1. You've been asked to coach a children's baseball team. Some of the children have never played before.
2. Someone stops you on the street and asks you for directions to the public library.

On the Job

1. As crew leader you need to explain to your crew how to install sheetrock.
2. You need to explain to a new typist what kind of report format your office uses.

In a Social Situation

1. You are going to meet some friends at the movie theater. One of them doesn't know where the theater is.
2. Your friend asks you how to fix a flat tire on her bicycle.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- ◆ Name some situations at Job Corps when you give instructions to others.
- ◆ What could happen if you did not give very specific instructions?
- ◆ How could the skill of giving instructions help you advance on the job?
- ◆ What could you do to see if your instructions are understood by the person or persons you are giving them to?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

18. Giving Instructions

I explain clearly to others how to do something.

When we give instructions, we are telling someone else how to do something. The more **clear and detailed** our instructions are, the more likely that what they do will be what we had in mind.

We give instructions to others almost every day when we tell them how to do things like making a cake, fixing a flat tire, doing a math problem or finding our house.

Giving clear and specific instructions is a skill that's important on the job, too. Most supervisors are people who are good at giving instructions to others. Practicing this skill could lead to a promotion!

STEPS TO GIVING INSTRUCTIONS

1. **Decide** what needs to be done.
2. **Think** about the different people who could do it and choose one or more.
3. **Ask** those persons if they understand what to do.
4. **Change** or repeat your instructions if you need to.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Advanced Social Skills

NUMBER 19

Following Instructions

> *"Nothing is more terrible than ignorance in action."*
>
> *— Goethe*

U.S. Department of Labor

Job Corps

19

Following Instructions

STAR
SOCIAL SKILLS
TRAINING

Advanced Social Skills

Advanced Social Skills are those skills that a person uses in complex interactions with others. They build on the Beginning Social Skills and focus on achieving broader objectives.

Objective

This lesson will be accomplished when the students follow instructions and complete tasks as directed.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 19. A copy is on the back cover of this packet. *(Pass out one copy per student.)*
2. To preview video tape #12 *(description on page 4);* **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

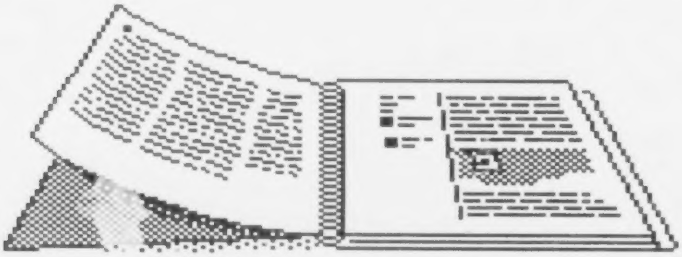
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

One of the most important aspects in working on a job or with others is being able to follow instructions. By following instructions that are given you can avoid misunderstandings, mistakes or accidents.

To follow instructions you need first to understand clearly what they are. You often hear people say, "If all else fails, read the instructions." It is common for people to attempt to do something without ever looking at instructions, and they often waste valuable time.

On the job, your employer will expect you to be able to follow the supervisor's instructions. If you don't understand or are unclear about something, it is critical that you ask questions. Then carry out the task following those instructions. If you think you may know a better way to do something, it's important to ask before deciding to do it your way.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. **Video #12**

This video is a "just for fun" piece. It is meant only to create an "attention-getting" event. It is a scenario involving three angels who are looking down at earth in amusement while watching people experiencing problems because they haven't followed directions.

ALTERNATE CHOICES

1. **Instruction Sheets:**

Give each student written instructions as follows: "Draw a small circle. Put a second circle touching the first. Put a triangle right next to the circle." No questions are allowed. When each student has finished, compare the drawings. Discuss how different results can be when instructions are unclear.

2. **Shapes and Colors:**

Two big sheets of paper are at the front of the room with a barrier between so that someone standing at one sheet cannot see the other. Select three students. One draws a pattern using 2 colors of pen and 2 circles, 2 triangles, and a square. That person then gives instructions to the second person who attempts to draw the same figure from the instructions. The second student can ask questions and the third student will stop the drawing if it doesn't match up. The third student doesn't give instructions on how to correct the drawing, but only acts to let the second student know if it's been done correctly. **Materials needed:** 2 large sheets of paper, barrier, at least 2 colors of marking pens.

3. Create your own "Attention-Getting" activity.

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Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Listen** carefully while you are being told what to do.
2. **Ask** questions about anything you don't understand.
3. **Decide** if you want to follow the instructions, and let the other person know your decision.
4. **Repeat** the instructions to yourself.
5. **Do** what you have been asked to do.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (›).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Your vocational instructor gives you verbal instructions for a complicated task. You find them too much to remember all at once.

2. You came in late to a dorm meeting and missed part of the instructions about how to apply for a weekend pass trip.

In the Community

1. A gas station attendant is giving you instructions on how to find a certain address. His instructions are very vague.

2. You've read the instructions on the tax forms, but you're a little confused about how to prepare your return.

On the Job

1. Your boss gives you instructions about where to deliver an important report. Her instructions were not detailed, and you aren't sure about what to do.

2. You are following instructions to do a particular job and think you know of a better and faster way to do it than the way the instructions say.

In a Social Situation

1. You've prepared a special dish for a company dinner. You've made it many times before, so you don't take time to look up the recipe. When you taste it you realize that you must have left something out.

2. You have written down the instructions about how to find a friend's house. You think you know a better way that will save you time.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- On your job, what might be the consequences of not following instructions?
- What are some ways you can use to help you remember complicated instructions? (repeat them, write them down, etc.)
- Name some situations that you encounter every day in your home when you are provided with instructions. (For example: recipes, using over-the-counter medicines, using household cleaning products, etc.)
- Where could you find instructions for the following: building a deck, baking a cake, filing a tax return, finding what bus to take?

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7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

19. Following Instructions

I follow instructions given to me and complete tasks as directed.

STEPS TO FOLLOWING INSTRUCTIONS

1. **Listen** carefully while you are being told what to do.
2. **Ask** questions about anything you don't understand.
3. **Decide** if you want to follow the instructions, and let the other person know your decision.
4. **Repeat** the instructions to yourself.
5. **Do** what you have been asked to do.

Learning to follow instructions well is an important part in any job. By following instructions carefully, you can avoid mistakes, misunderstandings and accidents.

The key to following instructions is to do whatever is necessary to be sure that you understand exactly and specifically what it is you are to do. If any areas are vague or unclear, be sure to **ask questions.**

If you think you know a better way to do something, **check it out with your supervisor first.**

If instructions are complicated or detailed, repeat them or write them down to be sure you understand.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Advanced Social Skills

NUMBER 20

Apologizing

> *"To no kind of begging are people so averse as to begging pardon; that is, when there is any serious ground for doing so."*
>
> *— Julius and Augustus Hare*

U.S. Department of Labor

Job Corps

20

Apologizing

ST★R
SOCIAL SKILLS
TRAINING

Advanced Social Skills

Advanced Social Skills are those skills that a person uses in complex interactions with others. They build on the Beginning Social Skills and focus on achieving broader objectives.

Objective

This lesson will be accomplished when the students recognize when to make an apology and how to do so in appropriate ways.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 20. A copy is on the back cover of this packet. (*Pass out one copy per student.*)
2. To preview the video tape: *(video unavailable at this time.)*

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

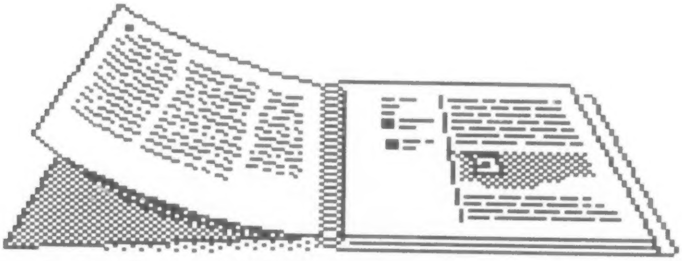
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Once in a while everyone does something that hurts another person. Whether we mean to or not, our actions can annoy, inconvenience or hurt others.

When this happens, you have a choice about how to handle the situation. You could just forget about it and hope the person that is hurt forgets, too. This approach doesn't often work.

A better way is to apologize to the person for what you have done. Apologizing doesn't mean that you are weak or that what you did was wrong. When you apologize to someone you show that you know that he or she is hurt and that you are sorry for what has happened. It's best to apologize right away to clear the air. Making apologies is not always easy to do. It takes courage on your part to acknowledge that what you have done was hurtful. When you make the effort to apologize, it is important for you to sound sincere, like you really mean it.

Remember, it takes a **BIG** person to apologize.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. *(Video unavailable at this time.)*

ALTERNATE CHOICES

1. **Late arrival.**
Arrive late for the group meeting and apologize to the group for being late.

2. **Apologies.**
Ask the students to name ways of making an apology, for example: verbal, public, private, flowers, candy, hug, note, etc. List them and discuss when each would seem appropriate.

3. Create your own "Attention-Getting" activity.

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Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if it would be best for you to apologize for something you did.
2. **Think** of the different ways you could apologize.
3. **Choose** the best time and place to apologize.
4. **Make** your apology.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You are participating in a sports event that is very exciting. At a crucial moment one of your teammates makes a bad mistake that lets the other team win. After the game you yell at him or her and really lay in some verbal low blows. Later you regret doing that because you feel you over did it.

2. You were in pay line and your check did not come. You yelled at the staff member who was paying the students.

In the Community

1. Without realizing it, you cut in front of someone else in line at the grocery store.

2. You promised to help with a community blood drive on Saturday. Your boss at work tells you he needs you to work Saturday. You can't work on the blood drive.

On the Job

1. You make a mistake in your work that causes a fellow worker to look bad in front of his or her boss.

2. You forget to tell your co-worker about an all-staff meeting one morning. She misses the meeting.

In a Social Situation

1. You bump into someone carrying a full cup of coffee and cause it to spill all over the floor.

2. You planned to see a movie with four friends. You forgot to tell one of them what time you were leaving, so she didn't show up on time. You left without her.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Does making an apology always mean that you were wrong in what you did? Explain.
- Can you think of some situations in which you felt you were owed an apology, but didn't get one? How did you feel?
- How do you think you should apologize for the following actions: late for work because bus was late; borrowed a friend's sweater and got it dirty; gave a friend the wrong directions to a party.
- If you wanted to apologize to someone, but you wouldn't be seeing them soon, how could you let him/her know you wanted to apologize? (phone call, write a note, send flowers, etc.)

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

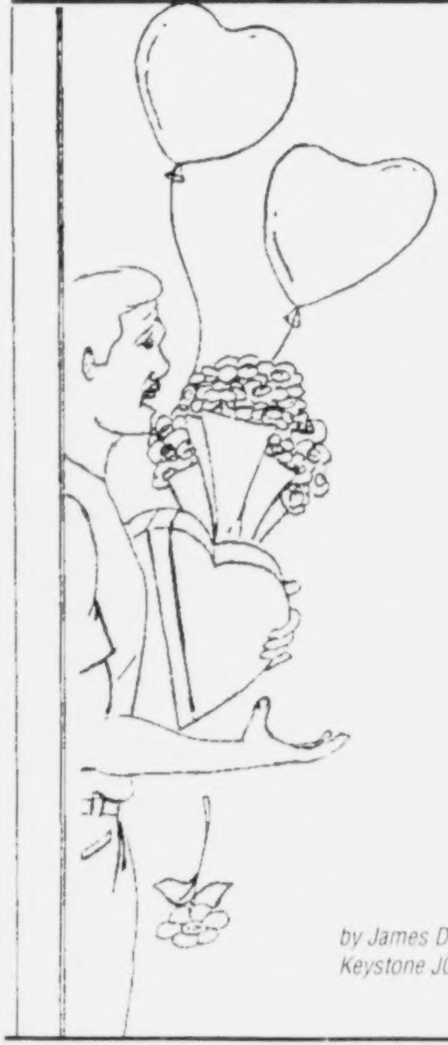
1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

20. Apologizing

I know when and how I should make an apology.



by James Darwin,
Keystone JCC

Once in a while everyone does something that hurts someone else. Our actions can annoy, inconvenience or hurt other's feelings.

When this happens, it is important to apologize. It doesn't mean that you're weak or wrong.

Apologizing lets the other person know that you are sorry about what happened and that you are aware of the pain that they are feeling.

Make your apology. Sound sincere, like you really mean it. Make it as soon as you can so you can clear the air.

STEPS TO APOLOGIZING

1. **Decide** if it would be best for you to apologize for something you did.
2. **Think** of the different ways you could apologize
3. **Choose** the best time and place to apologize.
4. **Make** your apology.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Advanced Social Skills

NUMBER 21

Convincing Others

"The more I study the world, the more I am convinced of the inability of brute force to create anything durable."

— Napoleon I

U.S. Department of Labor

Job Corps

21

Convincing Others

ST★R SOCIAL SKILLS TRAINING

Advanced Social Skills

Advanced Social Skills are those skills that a person uses in complex interactions with others. They build on the Beginning Social Skills and focus on achieving broader objectives.

Objective

This lesson will be accomplished when the students try to persuade others to accept their ideas.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 21. A copy is on the back cover of this packet. *(Pass out one copy per student.)*
2. To preview video tape #4 *(description on page 4)*; **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

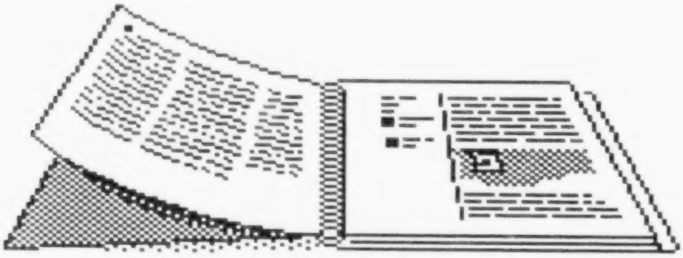
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Convincing others means persuading them to agree with our ideas. Every day advertisers try to convince us that they have the best products, the hottest car, the freshest food or the best mouthwash.

We, too, can try to convince others to agree with us. We can do it by showing or telling them why we think our idea or point of view is a good one.

Then it's very important that we listen carefully to what the other person thinks about our idea. If they disagree, we can provide more information in support of our position. Getting someone to think about or consider your point of view is the first step in convincing him or her to agree with you.

If you come on too strong, and are not willing to listen to what the other person has to say, chances are that they won't be willing to listen to you.

Being open, listening, and showing that you respect the other person can help you convince them to at least consider your point of view.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #4

In this 5-minute video, a Job Corps counselor tells a new student the story of the day he had his first pass to go into town (when he was in Job Corps 25 years ago), and his roommates tried to persuade him to join them on a drinking spree.

ALTERNATE CHOICES

1. Convincing Others.

Ask students to think about the following situation: Your new roommate is homesick and wants to leave. You really like him or her. What might you do to convince him/her to stay?

2. Debate.

Pick a recent activity or event on Center. Ask for two volunteers, one to defend the event as having been done well and one to argue that it should have been done differently. Let each speak for 2-3 minutes and then have the group vote on who was most convincing and why.

3. Create your own "Attention-Getting" activity.

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3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if you want to convince someone about something.
2. **Tell** the other person your idea.
3. **Ask** the other person what he or she thinks of it. If he or she agrees with you, you have achieved your goal.
4. **Tell** why you think your idea is a good one.
5. **Ask** the other person to think about what you said before making up his or her mind.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You need another member for your dorm's volleyball team. Your friend isn't very good and doesn't want to play.

2. You think student government should sponsor a Halloween dance. Others are uncertain.

In the Community

1. You're sure that the political candidate that you support is the best. Your friend is undecided.

2. You want to start a blockwatch in your neighborhood. Your neighbors aren't sure.

On the Job

1. You've thought of a different way to organize a report. You want to persuade your boss that it is better than the usual way.

2. You and your co-workers always go to the same cafe for lunch. There's a new restaurant down the street, and you'd like to try it.

In a Social Situation

1. You want to see a particular movie that your friends don't want to see.

2. Your friends want to go bowling. You'd like them to go to a dance with you.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Name something about which you would like to convince the group. Identify the reasons your idea is a good one.
- Why is it important to listen to what the other person has to say about your idea?
- How would you try to convince your employer that you deserved a raise?
- If your friends were doing something that you thought was dangerous for them, how could you try to convince them to do something else?

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

21. Convincing Others

I know how to convince others to agree with my ideas.

Convincing others means persuading them to agree with your ideas. **To do this successfully, you need to be prepared to tell them why you think your idea is a good one.**

You also need to be ready to listen to what the other person has to say about your idea. If you listen carefully, you may be able to provide more reasons that would persuade them to agree with you.

Remember: To convince others, treat them with respect. Listen to what they have to say and ask them to think about what you have said before making up their minds.

STEPS TO CONVINCING OTHERS

1. **Decide** if you want to convince someone about something.
2. **Tell** the other person your idea.
3. **Ask** the other person what he or she thinks of it. If he or she agrees with you, you have achieved your goal.
4. **Tell** why you think your idea is a good one.
5. **Ask** the other person to think about what you said before making up his or her mind.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Feelings

NUMBER 22

Making a Decision

"It is characteristic excellence of the strong man that he can bring momentous issues to the fore and make a decision about them. The weak are always forced to decide between alternatives they have not chosen themselves."
— Dietrich Bonhoeffer

U.S. Department of Labor

Job Corps

22

Making a Decision

ST★R
SOCIAL SKILLS
TRAINING

Skills For Dealing With Feelings

Adolescence is a time of exploration of one's feelings. It is also a time when feelings can seem so strong that they can be almost overwhelming. Learning to understand and deal with feelings is especially important to our students as they reach adulthood.

Objective

This lesson will be accomplished when the students think about a situation, gather information and consider possibilities before choosing the best course of action.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 22. A copy is on the back cover of this packet. *(Pass out one copy per student.)*
2. To preview video tape #4 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

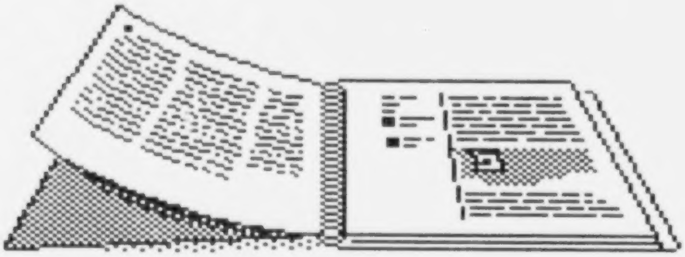
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Everyday you make hundreds of decisions. Some are as simple as choosing what to have for breakfast. Others are more complicated and may have a greater effect on your future.

The first thing to remember when making a decision is to look at as many options as you can. Take time to think about the situation and realize that you have various choices about what to do.

To make a good decision it is usually necessary to get more information about each choice. There are many ways to do this. Use the time you have before you ***have to*** decide to explore your possible choices more thoroughly.

Just as it's important not to make decisions too quickly, or without enough awareness of our choices, or without enough information, so **it is also important for us not to make decisions too slowly.** Often it's impossible to get all the information we would want. Then it is important to trust your own judgement and feelings and make the best choice you can.

When you've thought through your options it's easier to make a good decision, one that you can be comfortable with.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #4

In this 5-minute video, a Job Corps counselor tells a new student the story of the day he had his first pass to go into town (when he was in Job Corps 25 years ago), and his roommates tried to persuade him to join them on a drinking spree.

ALTERNATE CHOICES

1. Desert Island.

This is an old stand-by exercise. Tell the students that they are going to be stranded on a desert island and can only take three books along (or battery operated video recorder and three tapes). What would each take? Have the students take a minute to think about this and write down their answers. Discuss what people's choices were. **Materials needed:** Pencils and paper.

2. Making a Decision.

Students are each given 40 beans or playing chips (i.e., income). The objective is to make spending decisions. Beans/chips are required for the following: *Housing 8 (rent) 12 (buy), *food 4 to 6, *insurance 4 (good driver) 8 (high risk), *phone 2 (no long distance) 4 (toll charges), savings 1 minimum (no maximum), *fuel 2, *transportation 3, leisure time 4, major purchases, 2 (furniture) 6 (auto), clothing 2, medical insurance 2 (items with asterisks (*) are mandatory). After students decide on how to distribute income, tell them there has been an emergency (medical emergency, car repair, etc.). Deduct 10 beans/chips for *no* medical insurance and 3 beans if they have insurance. After this round tell them there is another crisis (cut in salary, lay-off, inflation, etc.) Deduct 5 more beans.
(a) Ask students how they arrived at their decisions.
(b) Ask if they had to think of different choices & choose the best course of action.
(c) Ask if they discovered anything about their priorities.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Think** about the problem that requires you to make a decision.
2. **Think** about possible decisions you could make.
3. **Gather** accurate information about these possible decisions.
4. **Reconsider** your possible decisions using the information you have gathered.
5. **Make** what you feel is the best decision.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You've just finished the occupational exploration program. You think you'd like to take landscaping and outdoor work, but you are allergic to pollen so you can't be outside in the spring.

2. Some students ask you to go into town and buy some beer for them.

In the Community

1. A clerk makes a mistake and gives you $5.00 too much change. You know that it will be deducted from his pay when the mistake is discovered.

2. You're asked by a neighbor to help out on a community project. It's very important. Right now you are really busy at work and have several activities you'd have to drop to make time to help.

On the Job

1. Your boss offers you a promotion. It would mean earning more money, but the work wouldn't be as interesting or enjoyable.

2. You are working with a co-worker on an important job. Your co-worker is using drugs or alcohol and it is hampering the work. Your boss asks you why the project isn't going well.

In a Social Situation

1. You have a job interview in the morning. A friend offers you a ticket to a rock concert, but you know you'll have to be out really late to see the concert.

2. You have a chance to go to a party. The same evening a friend asks you to see a movie you've been wanting to see.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- When you make a decision about housing, what kinds of information would you plan to gather to help you decide?
- Can you describe a time when you know you've made a bad decision? Why wasn't it a good decision and how did you deal with the consequences?
- When you made the decision to come to Job Corps, what were your options? What information did you gather?
- What are some of the things you would want to consider before you decided whether or not to accept a job offer?

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

22. Making a Decision

I think through a situation, gather information, consider possibilities and decide on the best course of action

STEPS TO MAKING A DECISION

1. **Think** about the problem that requires you to make a decision.
2. **Think** about possible decisions you could make.
3. **Gather** accurate information about these possible decisions.
4. **Reconsider** your possible decisions using the information you have gathered.
5. **Make** what you feel is the best decision.

Everyday you're called upon to make decisions, some big, some small.

When making a decision, it's important to look at as many options as possible.

When you can take the time to gather information and get advice, consider it carefully and **you'll be able to make a decision that you'll feel good about.**

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Feelings

NUMBER 23

Knowing Your Feelings

> *"It is in men as in soils where sometimes there's a vein of gold which the owner knows not of."*
>
> *— Swift*

Job Corps

23

Knowing Your Feelings

ST★R SOCIAL SKILLS TRAINING

U.S. Department of Labor

Skills For Dealing With Feelings

Adolescence is a time of exploration of one's feelings. It is also a time when feelings can seem so strong that they can be almost overwhelming. Learning to understand and deal with feelings is especially important to our students as they reach adulthood.

Objective

This lesson will be accomplished when the students recognize the emotions they are feeling, decide what caused the feeling, and can identify the feeling.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 23. A copy is on the back cover of this packet. *(Pass out one copy per student.)*
2. To preview the video tape *(video unavailable at this time)*; **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

- ☞ **Review the Objective** on the opposite page (←).

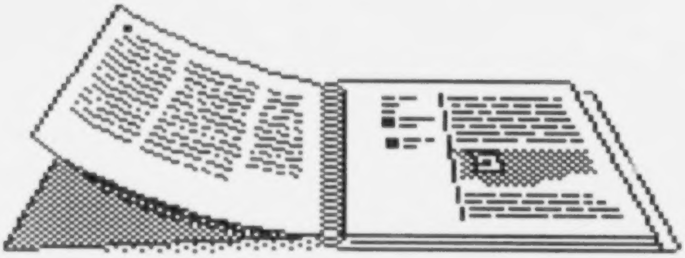
- ☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

- ☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

  1. **Use an "Attention-Getting" activity.**
  2. **Introduce the skill.**
  3. **Describe the basic steps for the skill.**
  4. **Model the skill.**
  5. **Have students role play the skill.**
  6. **Discuss how to use the skill in everyday life.**
  7. **Conclude the session.**

- ☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

- ☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

When it comes to feelings, our bodies usually react first before our minds can really decide just what it is we are feeling. When we are angry, excited, afraid, or in love, our bodies react in much the same way: our hearts beat faster, we tense up, we become more alert, and we may get sweaty palms. If we take a minute to think about our reactions, often we can clarify just what it is we are feeling.

Being able to decide and understand just what it is we are feeling is important before reacting to the emotion. When we can tune in to what it is we are feeling, we can choose an action which is appropriate for that feeling.

All of us have times when we're not really sure what it is we are feeling. If you're not sure, try not to react too strongly until you have had a chance to think about what it is that you are feeling.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. *(Video unavailable at this time.)*

ALTERNATE CHOICES

1. Naming Feelings:

Have the students name as many different feelings as they can and list these on a blackboard or large sheet of paper. **Materials needed:** blackboard or large sheet of paper, chalk or markers.

2. Deciding What the Feeling Is — An Example:

Describe the following situation to the group and then ask them what different feelings the main character might be feeling. "Dorothy is returning to the old neighborhood that she grew up in. As she gets close to her old house, a neighbor's large dog suddenly comes rushing toward her, barking wildly. She used to love this dog when she was younger."

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Tune in** to what is going on in your body that helps you know what your are feeling.
2. **Decide** what happened to make you feel that way.
3. **Decide** what you could call the feeling.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

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5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You just found out that you passed your GED test. Your friend who took it the same day didn't.

2. Your dorm got a low inspection score. Your RA cancelled all evening passes and scheduled a GI cleaning of the dorm. Your area was clean.

In the Community

1. Your baseball team is in the city league play-offs. You have to forfeit because some team members didn't show up for the game.

2. You are new in town. As you walk down the street, two people say "hello." The clerk in a store chats with you.

On the Job

1. You and your co-workers have worked really hard to finish a project. You overhear your boss telling one of the others that he or she has really done a great job.

2. At a staff meeting your boss surprises you with a well-deserved bonus check.

In a Social Situation

1. You're on a date with someone you really like. He starts saying unkind things about your best friend.

2. You've always admired a particular rock star. A friend of yours tells you a recent story that shows she has done really cruel and ugly things to other people.

6. Discuss How to Use the Skill in Everday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Describe the feelings a new enrollee to the Center might have. How could you help?
- What are some of the feelings you might have when you are ready to graduate from Job Corps?
- When you are new to the neighborhood and just getting settled in, what are some of the feelings you might experience?
- How might you feel if two co-workers were continually arguing with each other?

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

23. Knowing Your Feelings

I tune in to signals from my body and mind, decide what causes these signals, then I figure out what it is I am feeling.

STEPS TO KNOWING YOUR FEELINGS

1. **Tune in** to what is going on in your body that helps you know what you are feeling.
2. **Decide** what happened to make you feel that way.
3. **Decide** what you could call the feeling.

Before we can act effectively on our feelings, we need to know what they are.

Feelings can often be powerful and confusing. Your body reacts first and then your mind decides what it is you are feeling.

By stopping to think about how your body is reacting and what it was that caused the feeling to start, you can usually discover what it is you are feeling.

Once you know what it is you are feeling, you can choose an approriate way to react.

All of us have times when we're not sure what we feel. If you aren't sure what you feel, try not to act on the feeling until you are sure of how you feel.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Feelings

NUMBER 24

Expressing Your Feelings

"Sometimes when we touch the honesty's too much . . ."

— Lyrics, 70's pop song

Job Corps

24

Expressing Your Feelings

ST★R
SOCIAL SKILLS
TRAINING

U.S. Department of Labor

Skills For Dealing With Feelings

Adolescence is a time of exploration of one's feelings. It is also a time when feelings can seem so strong that they can be almost overwhelming. Learning to understand and deal with feelings is especially important to our students as they reach adulthood.

Objective

This lesson will be accomplished when the students choose appropriate ways to show others what they are feeling.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 24. A copy is on the back cover of this packet. (*Pass out one copy per student.*)
2. To preview video tape #17 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

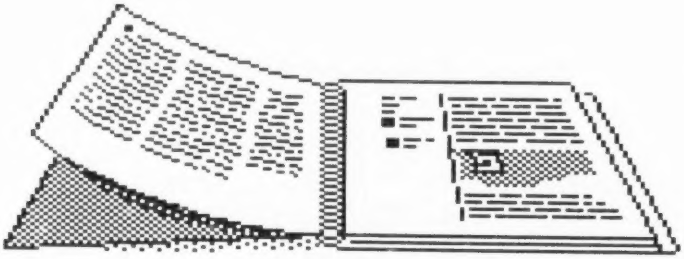
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Your feelings are a source of power and motivation for your actions. Once you've identified just what it is you are feeling, you need to think about how you might express or show those feelings.

You shouldn't deny or pretend that your feelings aren't real. It's okay to feel angry or sad or hurt. But how you choose to react or show your feelings is very important.

Instead of using the power of your feelings to be hurtful or destructive to others or to yourself, try other positive ways of expressing yourself. Try talking it out with a friend, or blowing off steam through exercise, or organize a protest to show how you feel. Use the power of your feelings to make a constructive change in whatever caused your feelings.

Everyone experiences a wide variety of feelings. Learning to understand those feelings helps us to choose appropriate ways to express what we feel.

CONTINUED ON PAGE 5

Attention-Getting Activities

7

VIDEO

1. Tape # 17

This short scenario takes place in a center cafeteria. The concepts of Expressing Your Feelings and Making a Complaint are introduced when Mike, a student, loudly and rudely expresses his feelings about what is being served for lunch. He is approached by the Food Service Manager and they discuss how Mike could express his feelings and make a complaint in a more appropriate manner.

ALTERNATE CHOICES

1. Stage the Event

Set up a situation with a co-facilitator where one of you is very rude or insulting to the other. Ask the group to decide what the feeling of the insulted person is and to give suggestions on possible ways to express it. List these. Be sure to get both positive and negative ways of reacting. **Materials needed:** blackboard and chalk, or large sheet of paper and markers

2. Finding Positive Expressions

Ask for a student to volunteer a situation where he or she is upset about something that has happened to them. Have all the other students give suggestions on possible ways to express it. Write these down on a blackboard. Have the group decide which responses would help the student toward his or her long-term goals and which would work against those goals.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Tune in** to what is going on in your body.
2. **Decide** what happened to make you feel that way.
3. **Decide** what you are feeling.
4. **Think** about different ways to express your feelings and pick one.
5. **Express** your feeling.

---

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You are on a sports team and your best friend on the team makes a big mistake that loses the game. Everyone else is razzing him or her for doing it. You aren't sure if you feel angry, disappointed, supportive, or what.

2. You've just learned of a family emergency. You can't find your counselor to discuss it.

In the Community

1. You bought a nice blazer at a store near your home. After wearing it once, the hem pulled out. The merchant says there is a no-refund policy

2. You are moving in to your new apartment. A neighbor brings you a plate of cookies to welcome you.

On the Job

1. You applied for a promotion. One of your co-workers who you really like was selected.

2. You were just selected for a promotion. A co-worker and friend also applied.

In a Social Situation

1. You and a friend bought expensive tickets to a rock concert. The concert was just cancelled because the star was sick.

2. You just learned that an old family friend has died.

6. Discuss How to Use the Skill in Everday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- ◆ Can you think of a situation when you or a friend responded in anger when what you really felt was a different emotion? (maybe fear, sadness)
- ◆ Name some acceptable and appropriate responses to fear, happiness, sadness, etc.
- ◆ How could you express your anger in a way that would not be hurtful to you or others?
- ◆ What are some positive ways you could react to feelings of anger or frustration?

---

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

24. Expressing Your Feelings

I choose appropriate ways to let others know what I am feeling.

STEPS TO EXPRESSING YOUR FEELINGS

1. **Tune in** to what is going on in your body.
2. **Decide** what happened to make you feel that way.
3. **Decide** what you are feeling.
4. **Think** about different ways to express your feelings and pick one.
5. **Express** your feeling.

Your feelings are a source of motivation and power for your actions. Once you have identified what it is you are feeling, you need to choose an appropriate way to express it.

Everyone experiences a variety of feelings. Don't deny or pretend your feelings aren't real. Everyone feels sadness, fear, anger and frustration.

Use the power of your feelings to make constructive changes in whatever caused the feelings.

Remember. Think about how you are feeling and what caused it before reacting. Then you can choose the right way to respond.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Feelings

NUMBER 25

Understanding the Feelings of Others

> *"I wish there were windows to my soul, so that you could see some of my feelings."*
>
> *— Artemus Ward*

U.S. Department of Labor

Job Corps

25

Understanding the Feelings of Others

ST★R
SOCIAL SKILLS TRAINING

Skills For Dealing With Feelings

Adolescence is a time of exploration of one's feelings. It is also a time when feelings can seem so strong that they can be almost overwhelming. Learning to understand and deal with feelings is especially important to our students as they reach adulthood.

Objective

This lesson will be accomplished when the students try to understand what emotions others are feeling and show understanding in an appropriate manner.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 25. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #9 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

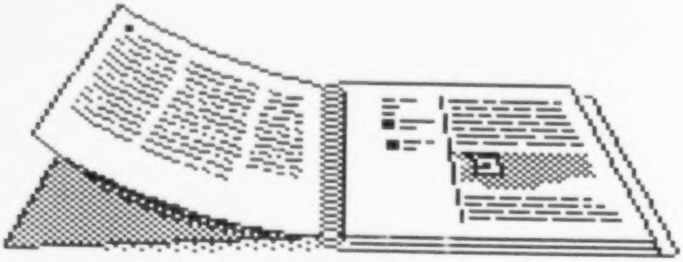
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Everyone has feelings. Feelings are not right or wrong. Everyone is entitled to their own feelings. Feelings just are. They can be manipulated by others, but they can only be created or changed by the person who has them.

In dealing with other people, you have to deal with the feelings they have, not the feelings you might want or expect them to have. This means you have to understand what the other person is actually feeling.

To understand what others feel, sometimes you can simply ask them. Other times that's not appropriate or possible so you have to figure it out indirectly. Do that by looking closely at how they are acting, and listening closely to what they say. Then think about what you would be feeling if you were acting like they are and saying or doing what they are doing.

Once you think you know what they are feeling, find a way to let them know you understand. Allow yourself some room in case you are mistaken about what they are feeling.

When you become skilled at understanding the feelings of others you will have fewer surprises in dealing with other people.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. **Video #9**

   This video is meant to elicit responses from students about times in their lives when they have experienced failure. It is a scenario in which two students discuss failing their driver's license test.

ALTERNATE CHOICES

1. **Feelings . . .**
   Have students write out a feeling and place it in a hat. Have a student pull out and role play the selected feeling, or . . .

2. Have a student draw a feeling out of the hat and draw that feeling, or . . .

3. Have a student draw someone in the group and depict that person's feeling in the drawing.

4. Create your own "Attention-Getting" activity.

   ____

   ____

   ____

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   ____

   ____

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Watch** the other person.
2. **Listen** to what the other person is saying.
3. **Figure out** what the other person might be feeling.
4. **Think** about ways to show that you understand what he or she is feeling.
5. **Decide** on the best way and do it.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Your roommate has just broken up with her boyfriend.

2. Your best friend failed his GED test.

In the Community

1. A community leader's house was destroyed by fire.

2. A senior citizen fell down and broke both legs.

On the Job

1. Your boss has been chewed out by his boss for not completing a project on time.

2. A co-worker has experienced the death of a close family member.

In a Social Situation

1. Your roommate had a bad day at work.

2. Your boyfriend was fired.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What are some ways that you can show someone that you understand how they feel?
- What are some physical clues you could use to figure out what someone else is feeling?
- What would you do if your boyfriend/girlfriend has been fired from his/her job?
- How could understanding someone else's feelings help you?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

25. Understanding the Feelings of Others

I can figure out what emotions others might be feeling and can show I understand them in an appropriate manner.

STEPS TO UNDERSTANDING THE FEELINGS OF OTHERS

1. **Watch** the other person.
2. **Listen** to what the other person is saying.
3. **Figure out** what the other person might be feeling.
4. **Think** about ways to show that you understand what he or she is feeling.
5. **Decide** on the best way and do it.

Everyone has feelings. Feelings are not right or wrong, they just are.

When you deal with other people, you have to deal with the feelings they have. That's why it's important to be able to understand what those feelings are.

Sometimes you can just ask the other person what he or she is feeling. Other times, that's not possible, so you have to figure it out. You can do that by watching what they are doing and by listening to what they are saying. then think about how you would be feeling if you were doing or saying the same things. Once you think you understand, try to find a way to let them know that you understand.

Tune into others. You'll be more understanding and helpful if you do.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Feelings

NUMBER 26

Dealing with Someone Else's Anger

"Never answer an angry word in kind. It's the second word that makes the quarrel."
— Anonymous

U.S. Department of Labor

Job Corps

26

Dealing with Someone Else's Anger

STAR
SOCIAL SKILLS TRAINING

Skills For Dealing With Feelings

Adolescence is a time of exploration of one's feelings. It is also a time when feelings can seem so strong that they can be almost overwhelming. Learning to understand and deal with feelings is especially important to our students as they reach adulthood.

Objective

This lesson will be accomplished when the students try to understand another person's angry feelings and choose a response that is constructive.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 26. A copy is on the back cover of this packet. *(Pass out one copy per student.)*
2. To preview the video tape: *(Video unavailable at this time.)*

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

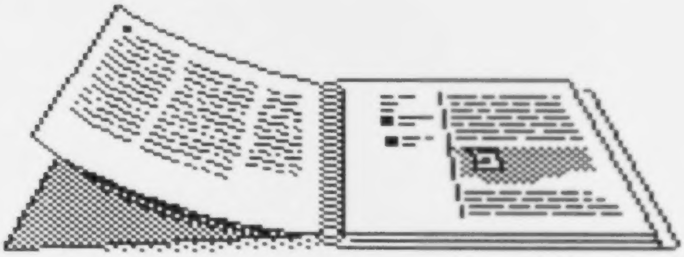
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

At some time, each of us has had to face an angry person whether it's our boss, a friend or someone else. Anger is a part of life and can be constructive or destructive.

Often when another person is angry they can be abusive or accusing towards us, leading us to start reacting to the anger before we have any clear idea of what their anger is all about. When we react blindly to the anger, we can make all kinds of mistakes ourselves.

Before you respond, it is important to find out what the anger is all about and why it is being directed at you. To do that you must stay calm, listen closely to what the other person is saying, and ask questions that will help you understand.

Once you decide why the other person is angry then you can choose a good way to respond to that anger.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. *Video unavailable at this time.*

ALTERNATE CHOICES

1. Before the group starts, set the scene with a student. Enter the room very angry, slam the door and start yelling in an accusatory fashion. The "victim" should demonstrate a calm and cool approach to the angry person. Have students discuss how they felt during the angry episode.

2. Have student volunteer to come in front of the group and demonstrate different ways of displaying anger using nonverbal behavior. It should show the range from aggressive anger to sulking anger, etc.
   Materials needed: none

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Listen** to the person who is angry.
2. **Try to understand** what the angry person is saying and feeling.
3. **Decide** if you can do something to deal with the situation.
4. If you can, **deal with** the other person's anger.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Your roommate comes back to the room, is very angry, and punches a hole in the wall.

2. The student in front of you didn't get his paycheck.

In the Community

1. You scraped someone's new car with your bumper.

2. You beat someone out of a parking place.

On the Job

1. One of your customers thinks you sold them defective merchandise and is

2. Your boss' secretary called in sick again and she's angry.

In a Social Situation

1. You're late picking up your date and you miss the start of the movie. Your date is angry.

2. You accidentally spill food on someone's new outfit. They are angry.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- How do you feel when someone gets angry at you? How do you respond?
- What would you do if your boss got very angry with another employee for something that was your fault?
- Do you have any friends who get angry easily? How do you deal with them?
- How do you try to calm someone who's angry?

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

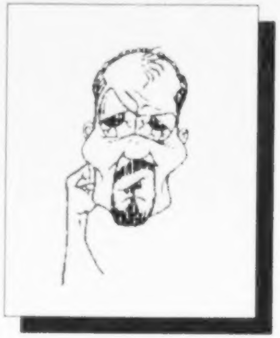
26. Dealing with Someone Else's Anger

I understand the angry feelings of others and try to respond in a proper way.

When others get angry at us, it's easy to respond by getting angry back. We react to the anger rather than what's causing the anger. We end up not solving the problem and possibly making it worse. Before responding to the anger it helps to take a mental step back and find out why the other person is angry. Do that by listening, asking questions, and staying calm yourself. Once you know why the other person is angry, decide if you can do anything.

STEPS TO DEALING WITH SOMEONE ELSE'S ANGER

1. **Listen** to the person who is angry.
2. **Try to understand** what the angry person is saying and feeling.
3. **Decide** if you can do something to deal with the situation.
4. If you can, **deal with** the other person's anger.



by James Darwin,
Keystone, JCC

Social Skills Training
Job Corps

Facilitator's Skill Packet

Skills for Dealing With Feelings

NUMBER 27

Expressing Affection

"A hug is a perfect gift — one size fits all, and nobody minds if you exchange it."

— Ivern Bau

U.S. Department of Labor

Job Corps

27

Expressing Affection

ST★R
SOCIAL SKILLS
TRAINING

Skills For Dealing With Feelings

Adolescence is a time of exploration of one's feelings. It is also a time when feelings can seem so strong that they can be almost overwhelming. Learning to understand and deal with feelings is especially important to our students as they reach adulthood.

Objective

This lesson will be accomplished when the students show others that they care, in an appropriate manner at an appropriate time.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 27. A copy is on the back cover of this packet. *(Pass out one copy per student.)*
2. To preview video tape #13 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

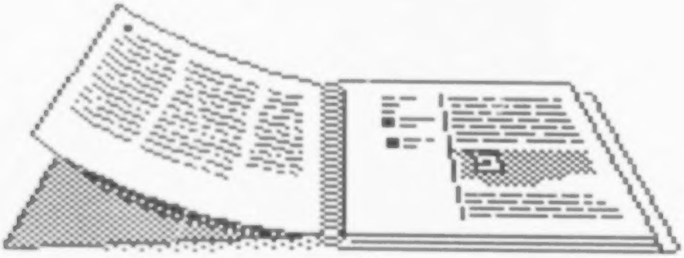
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Expressing affection makes us feel good and lets the other person know how we feel about them. Affection can be expressed in many ways either by word or deed.

Some people feel uncomfortable either giving or receiving affection. It helps to start with the small gestures, a kind word, a pat on the back, etc. Like giving and receiving compliments, learning how to express affection gets easier with practice.

Expressing affection doesn't have to be limited to just our social/personal life. At work we express our affection for our supervisor or co-workers by giving birthday cards, welcoming someone back from vacation, etc. It's the little things that count in building relationships.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. **Video #13.**

This video is a number of short scenarios displaying people interacting with each other in an affectionate way.

ALTERNATE CHOICES

1. **Expressing Affection Without Words**

Have the group stand in a circle. Using nonverbal language, go around the circle and demonstrate ways to express affection.

2. **Many Ways to Express Affection**

Form 3 or 4 small groups and direct each group to brainstorm ways to show affection for others. Ask each group to share their lists with everyone else.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if you have good feelings about the other person.
2. **Decide** if the other person would like to know about your feelings.
3. **Choose** a good way to express your feelings.
4. **Choose** a good time and place to express your feelings.
5. **Express** your feelings in a friendly way.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if you have good feelings about the other person.
2. **Decide** if the other person would like to know about your feelings.
3. **Choose** a good way to express your feelings.
4. **Choose** a good time and place to express your feelings.
5. **Express** your feelings in a friendly way.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What are appropriate ways to show your boss or co-worker that you care about them?
- How do you feel when you show others how much you care about them?
- How should you express affection for a boyfriend/girlfriend in public?
- What are some simple things you can say or do to express affection?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

27. Expressing Affection

I show others that I care for them, in an appropriate way at an appropriate time.

STEPS TO EXPRESSING AFFECTION

1. **Decide** if you have good feelings about the other person.
2. **Decide** if the other person would like to know about your feelings.
3. **Choose** a good way to express your feelings.
4. **Choose** a good time and place to express your feelings.
5. **Express** your feelings in a friendly way.

Expressing affection covers the whole range from liking someone to loving them. It is important to recognize that there is a whole range of ways for you to feel and express affection. Don't limit yourself by thinking it has to be felt or expressed only in certain ways.

Some people feel uncomfortable either giving or receiving affection. Just start with the small things you can do to show others how much you care about them.

Expressing our affection for someone makes us feel good and lets the other person know how important they are to us.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Feelings

NUMBER 28

Dealing with Fear

"We must constantly build dikes of courage to hold back the flood of fear."
— Martin Luther King, Jr.

"We have nothing to fear but fear itself."
— Franklin Delano Roosevelt

U.S. Department of Labor

Job Corps

28

Dealing with Fear

STAR
SOCIAL SKILLS TRAINING

Skills For Dealing With Feelings

Adolescence is a time of exploration of one's feelings. It is also a time when feelings can seem so strong that they can be almost overwhelming. Learning to understand and deal with feelings is especially important to our students as they reach adulthood.

Objective

This lesson will be accomplished when the students figure out why they feel afraid and then choose actions to reduce the fear.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 28. A copy is on the back cover of this packet. *(Pass out one copy per student.)*

2. To preview video tape #11 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

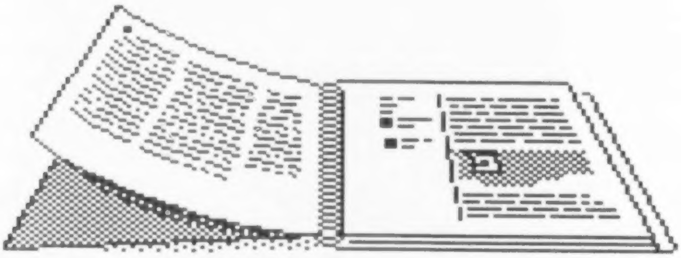
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Everyone has times when he or she feels afraid. Fear is something that occurs to us all, no matter how strong or in control we may feel. There are all kinds of things that people fear. Some relate to physical harm that could come to us, or fear of looking foolish, or fear of failure.

Have you ever been intimidated or threatened by someone else? Have you ever had to speak in front of a large group? Did you ever feel afraid before taking an important test? Lots of things cause fear.

Often there are things we can do to prepare ourselves for a fearful situation to reduce the fear that we may feel. Think about what you might be afraid of. Is it something that you can get ready for? When you fear failing a test, you can study ahead of time. If you fear public speaking, you could practice before you have to do it.

Think about how you want to respond to a fearful situation. Decide what it is that you fear and if you can do anything to reduce that fear. Then do what you can to face the situation.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. Video #11

This video features three scenarios: 1) a student taking a test he's not prepared for; 2) a girl alone and afraid while whe is taking a shortcut through a dark, forested area to catch a Metro train; and 3) a student going on a job interview.

ALTERNATE CHOICES

1. Pictures of Fear

Give each student a sheet of paper and a crayon or pencil. Allow them three minutes to draw something that they are afraid of. Share it with the group.

2. Kinds of Fear

Have the students name things that children are afraid of. Then list things that teenagers are afraid of. List things adults are afraid of. Compare the lists.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if you are feeling afraid.
2. **Think** about what you might be afraid of.
3. **Figure out** if the fear is realistic.
4. **Take steps** to reduce your fear.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer who you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You broke a serious Center rule and are going to go before the Center review board.

2. You are about to graduate and need to find a place to live on your own.

In the Community

1. You've been asked to make a presentation about your trade in front of the Community Relations Council.

2. You left work late and have to walk across a dark parking lot to catch the bus.

On the Job

1. Tomorrow is your first day on a new job.

2. You have a big assignment to do and you don't think you'll be able to finish it on time.

In a Social Situation

1. You borrowed your dad's new car and accidentally scraped the fender.

2. You and a friend are getting ready to go on a vacation trip. You've never before travelled out of state.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- ◆ What are some things that make students afraid when they are coming to Job Corps?
- ◆ What are some things that make students afraid when they are about to graduate from Job Corps?
- ◆ What are some things you could do to reduce your fear?
- ◆ What are some of the physical signs you feel when you are afraid?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

28. Dealing with Fear

I can figure out why I feel afraid and do something to reduce the fear.

STEPS TO DEALING WITH FEAR

1. **Decide** if you are feeling afraid.
2. **Think** about what you might be afraid of.
3. **Figure out** if the fear is realistic.
4. **Take steps** to reduce your fear.

Fear is something that everyone experiences no matter how strong or in control they may be. We have fears about physical harm, about looking foolish, or about failing at something that is important to us.

Often there are things you can do to reduce some of the fear that you are feeling. Think about what you are afraid of. Can you prepare in advance for the situation?

Decide how you would like to respond to the situation. If you can prepare in advance, do it. Then face the situation as best you can, knowing that you are as ready as you can be.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Feelings

NUMBER 29

Rewarding Yourself

"This above all: To thine own self be true"

— Shakespeare

U.S. Department of Labor

Job Corps

29

Rewarding Yourself

ST★R SOCIAL SKILLS TRAINING

Skills For Dealing With Feelings

Adolescence is a time of exploration of one's feelings. It is also a time when feelings can seem so strong that they can be almost overwhelming. Learning to understand and deal with feelings is especially important to our students as they reach adulthood.

Objective

This lesson will be accomplished when the students praise or reward themselves when they have done something to deserve it.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 29. A copy is on the back cover of this packet. *(Pass out one copy per student.)*

2. To preview the video tape: *(Video unavailable at this time.)*

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

- ☞ **Review the Objective** on the opposite page (←).

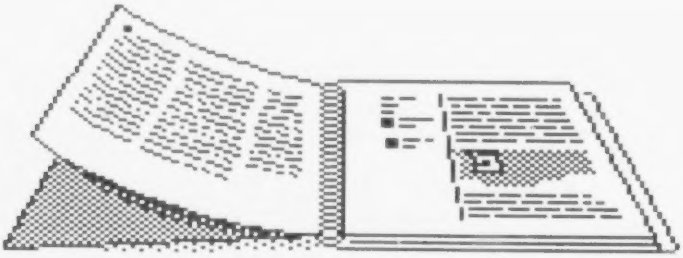
- ☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

- ☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

  1. **Use an "Attention-Getting" activity.**
  2. **Introduce the skill.**
  3. **Describe the basic steps for the skill.**
  4. **Model the skill.**
  5. **Have students role play the skill.**
  6. **Discuss how to use the skill in everyday life.**
  7. **Conclude the session.**

- ☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

- ☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

One of the nicest things you can do for yourself is to learn how to reward yourself. You are the person who knows best what you have done and when you deserve to be rewarded for it.

It is important to learn to recognize for yourself when you have done a good job. You can't always count on others to be aware of that, or to give you a reward for it.

There are all sorts of rewards you can give yourself. Think about what you have done and congratulate yourself for a job well done. It is important for you to recognize for yourself what you did. You can also give yourself a treat. Take time to listen to some music you've been wanting to hear. Go out to lunch. Buy yourself a milkshake. You know best what would be a reward for you.

Be sure to reward yourself as soon as possible after you've done something. But don't reward yourself ***before*** you do it.

Take care of yourself by rewarding the good things you do. It will make you feel good about you!

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. *(Video unavailable at this time.)*

ALTERNATE CHOICES

1. **Rewards.**
   Ask each student to think to themselves about something they would like to reward themselves. Ask what they did to deserve the reward.

2. **Verbal Rewards.**
   Have students volunteer something they have done well. Ask the others to suggest verbal rewards that each student could give to himself/herself.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

  1. **Decide** if you have done something that deserves a reward.
  2. **Decide** what you could say to reward yourself.
  3. **Decide** what you could do to reward yourself.
  4. **Reward** yourself both ways.

---

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You've been preparing for a long time and you finally passed your GED. How could you reward yourself?

2. In your vocational program you finally mastered a difficult task.

In the Community

1. You finished walking in a walk-a-thon.

2. You donated blood for a blood drive.

On the Job

1. You've just finished your probation period at work and got permanent status.

2. You finally found a job.

In a Social Situation

1. You planned a surprise party for your rommate. It went really well.

2. You passed your driver's test. How will you reward yourself?

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- ◆ What kinds of things can you do to reward yourself that don't cost money?
- ◆ How does it make you feel when you do something well?
- ◆ How have you rewarded yourself in the past?
- ◆ What could you say to reward yourself?

---

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

29. Rewarding Yourself

I praise or do something nice for myself when I deserve it.

STEPS TO REWARDING YOURSELF

1. Decide if you have done something that deserves a reward.
2. Decide what you could say to reward yourself.
3. Decide what you could do to reward yourself.
4. Reward yourself both ways.

One of the nicest things you can do for yourself is to reward yourself. After all, who knows better than you when you have done something that deserves to be rewarded? And who else knows just what kind of reward you would appreciate the most?

You can't always count on others to recognize when you have done well or to reward you for it.

A reward can be as simple as congratulating yourself for a small achievement. Or it could be allowing yourself time to do something that you enjoy, like taking a walk, or listening to some music that you enjoy. Or you could treat youself to a new tape, or a sweater that you've been wanting.

When you have done something well, reward yourself. You'll feel good about you.

Social Skills Training
Job Corps

Facilitator's Skill Packet

Skill Alternatives To Aggression

NUMBER 30

Asking Permission

"To live happily with other people one should ask of them only what they can give."

— Tristan Bernard

Job Corps

30

Asking Permission

ST★R SOCIAL SKILLS TRAINING

U.S. Department of Labor

Skill Alternatives To Aggression

These skills teach how to recognize and deal with situations that might lead to trouble. This is especially important for adolescents who are testing the rules, exploring new behaviors, and expanding their range of choices.

Objective

This lesson will be accomplished when the students know when to ask permission from the correct person at an appropriate time when it is needed.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 30. A copy is on the back cover of this packet. (*Pass out one copy per student.*)
2. To preview the video tape: (video unavailable at this time.)

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

- ☞ **Review the Objective** on the opposite page (←).

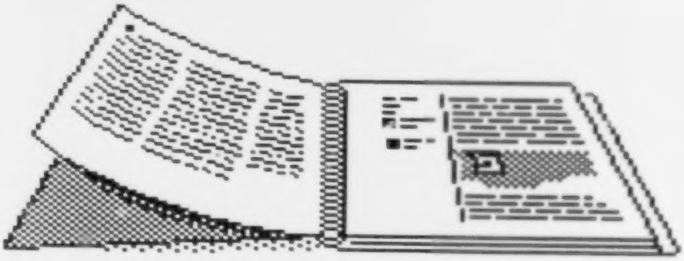
- ☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

- ☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

  1. **Use an "Attention-Getting" activity.**
  2. **Introduce the skill.**
  3. **Describe the basic steps for the skill.**
  4. **Model the skill.**
  5. **Have students role play the skill.**
  6. **Discuss how to use the skill in everyday life.**
  7. **Conclude the session.**

- ☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

- ☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

By asking permission, we show that we recognize and respect someone else's ownership, responsibility, or control over something.

The times when we need to ask for permission are times when someone ***does*** have ownership, has been given responsibility, or has control over what we want to do, borrow, or have.

If you fail to ask permission when you borrow something, it is like telling someone that you don't respect his or her ownership. (In fact, it may feel like you are stealing from them.) Not asking permission when someone is in control may appear as through you are challenging them. And not respecting someone's responsibility may appear as though you are putting them down.

Think about what it is that you want to do. If you need to ask permission, pick a good time and place to ask. Remember, asking permission shows respect for others.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. *(Video unavailable at this time.)*

ALTERNATE CHOICES

1. **Exploring Feelings.**

   Have the students act out the following situations and when done have each express their feelings about what happened.
   1) One student owns a basketball and another student takes it without asking.
   2) One student has been told to be responsible for watching a basketball and another student who knows that takes it without asking.
   3) One student is standing near a basketball and another student takes it without asking.

2. **To Ask or Not to Ask.**

   Have the students think of times when someone didn't ask their persmission. Have them describe how it made them feel.

3. Create your own "Attention-Getting" activity.

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Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.

- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**

- Review the steps listed below:

1. **Decide** if you would like to do needs for you to ask permission.
2. **Decide** who you have to ask for permission.
3. **Decide** how to ask for permission.
4. **Pick** the right time and place.
5. **Ask** for permission.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

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5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*

- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**

- Give each group a few minutes to prepare their role play.

- Have each group perform their skit.

- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You are in the recreation area and want to play a little basketball. The recreation staff member in the gym is talking to another student. A rack of basketballs is in his or her office.

2. You need a specific tool to finish your vocational project. The student next to you has one in his tool kit. He has gone over to get a drink of water.

In the Community

1. You are in a store trying to find a particular kind of item which you would recognize if you saw it. You find what you think may be it, but it is sealed up in a box and you can't tell if it's right or not.

2. You've been routinely taking a shortcut by cutting through the yard of an abandoned house. This time when you go to do it you notice that there is someone living in the house.

On the Job

1. You are working on a long project that your supervisor has given you. You are getting tired and bored; your concentration is starting to go. You want to go do something else for awhile and then come back to this, feeling you'll do a better job and it will go just as quickly if you take a break away from it.

2. Something unplanned has come up and you want to take tomorrow off.

In a Social Situation

1. Your friend has a piece of clothing you thing is great. Sometimes in the past he or she has let you borrow it. You'd like to wear it now. The clothing is there, but your friend isn't. You don't know if he or she intends to wear it today or not.

2. Your roommate's tape player is in her closet. You want to hear a new tape you got and your tape player is broken. She's out and probably won't even know if you use hers. You put on your tape and she returns unexpectedly.

6. Discuss How to Use the Skill in Everday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- How does it make you feel when someone doesn't ask your permission?
- What are some of the things you should ask your R.A. for permission to do? Why?
- Why is it better to ask permission to borrow something than it is to just go ahead and take it?
- If you don't know who something belongs to, and you want to use it, what could you do?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

30. Asking Permission

I know when I need to ask for permission and can decide who I should ask at the right time in an appropriate manner.

When you ask permission, you are showing that you recognize and respect someone's ownership, responsiblities, or control over something.

When you don't ask permission to borrow something from someone, it may feel like you are stealing something from them.

Not asking permission when someone is in charge may make them feel like you are challenging their authority. Not respecting someone's responsibility may feel to them like a put-down.

We all feel better when other people show respect for our property or position. Asking permission of others, when it is appropriate, shows respect for others.

By James Darwin
Keystone JCC

STEPS TO ASKING PERMISSION

1. **Decide** if what you would like to do needs for you to ask permission.
2. **Decide** who you have to ask for permission.
3. **Decide** how to ask for permission.
4. **Pick** the right time and place.
5. **Ask** for permission.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skill Alternatives To Aggression

NUMBER 31

Sharing Something

"Grief can take care of itself, but to get the full value of joy you must have somebody to divide it with."

— Mark Twain

U.S. Department of Labor

Job Corps

31

Sharing Something

ST★R SOCIAL SKILLS TRAINING

Skill Alternatives To Aggression

These skills teach how to recognize and deal with situations that might lead to trouble. This is especially important for adolescents who are testing the rules, exploring new behaviors, and expanding their range of choices.

Objective

This lesson will be accomplished when the students share what they have with others in an appropriate way.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 31. A copy is on the back cover of this packet. (*Pass out one copy per student.*)
2. To preview the video tape: *(Video unavailable at this time.)*

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

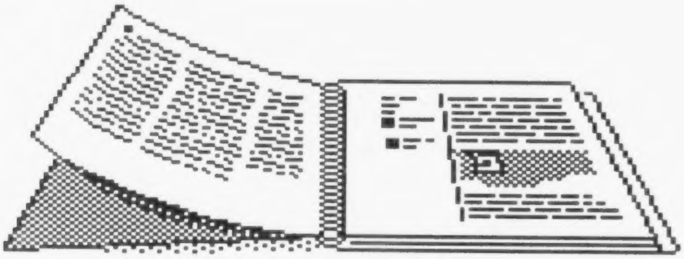
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Sharing something is a way of communicating with others. Often when we think of sharing, we focus on possessions or objects that we have, such as when we share a candy bar with someone.

We can also share our thoughts, ideas and experiences with others. Think about a time when you received some good news. Were you able to tell someone else about it? It usually makes us feel good to be able to share a happy experience with someone else.

The same is often true for sad or angry feelings. If we are able to share those emotions with another person, we can work through the situation with support and comfort.

Whether we choose to share possessions, ideas or feelings, we should first consider how the other person might feel about sharing. If you decide that sharing your thoughts or possessions is a good idea, go ahead and offer to share in a friendly and direct way. Sharing something can make you and someone else feel good.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. *(Video is unavailable at this time.)*

ALTERNATE CHOICES

1. Sharing with the Group.

Before class enlist the help of a student. Tell him or her that you will give out to him or her a bag of small candy bars and tell the class he or she can share them with the others or not at his or her choice. Have the student decide NOT to share. Get the group's responses to this, then let them know you told the student not to share. At this point have the student share. Discuss reasons why someone might legitimately NOT want to share.

Materials needed: bag of small candy bars (or similar)

2. What We Share.

List on a blackboard or paper pad things we can share with others, as volunteers from the group name them. Be sure the list is wide-ranging, including things like hopes, ideas, dreams, opinions, common goals, finances, etc.

Materials needed: blackboard or paper pad, chalk or markers

3. Create your own "Attention-Getting" activity.

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Presentation Steps

3. Describe the Basic Steps for this Skill:

- ◆ Ask the students to try to name the steps.
- ◆ Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- ◆ Review the steps listed below:

1. **Decide** if you might like to share some of what you have.
2. **Think** about how the other person might feel about your sharing.
3. **Offer** to share in a direct and friendly way.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- ◆ Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- ◆ Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- ◆ Give each group a few minutes to prepare their role play.
- ◆ Have each group perform their skit.
- ◆ Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. In math class you are sitting beside someone you don't know. The lead in her pencil breaks. You have an extra pencil handy.

2. Someone from home just sent you a box of your favorite candy. Some of your dorm mates saw you get it. You don't really want to share it, but think they may think you're selfish if you don't.

In the Community

1. You are waiting at a bus stop for a friend to come by in his car and pick you up. It is raining and miserable out. While you wait you get into a conversation with another person waiting there for a bus. The other person seems very nice. He or she is going someplace not far from where you and your friend are going. He or she will have to wait in the rain for another 30 minutes for the bus. Your friend arrives.

2. You see that your neighbor is working on his car engine. You have some tools that might help.

On the Job

1. You are responsible for a group of workers doing a particular job. The job turns out very well. Everyone outside the project tells you what a great job you did. You realize you are getting all the credit and the workers under you are getting none.

2. Your supervisor is discussing a project with you and other staff members. You have an idea about how to accomplish the task. Others have already given ideas.

In a Social Situation

1. You know a friend needs money to do something. This friend is very proud. You've just gotten extra money unexpectedly and wouldn't mind sharing it with this friend.

2. Someone you really like just asked you out. You are excited and call a friend to tell her.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What are some things you might choose not to share with someone else?
- If you offer to share something, and the person you tried to share with says "no," how would you feel?
- What are some things that you could share with a stranger? Greeting, smile, etc.
- Name some things that you could share besides an object or possession (for example: ideas, a joke, a laugh, etc.).

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

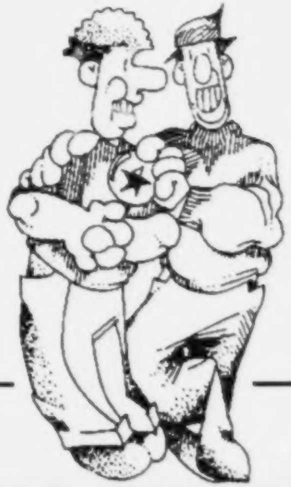
Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.



31. Sharing Something

I know how and when to share things with others.

STEPS TO SHARING SOMETHING

1. **Decide** if you might like to share some of what you have.
2. **Think** about how the other person might feel about your sharing.
3. **Offer** to share in a direct and friendly way.

Most people learn as children to share things with others. As we grow up, we learn that sharing can be enjoyable. **Not only do we learn to share possessions, but we learn to share ideas, thoughts, and experiences.**

Some things are more fun when we can share them, like a good time, good news, a laugh, or a smile. Other things, like hurt or sorrow, may be easier to bear when we are able to share them with others.

Think about how the other person may feel. Then, if it seems like the right thing to do, go ahead and **offer to share with them.**

Social Skills Training
Job Corps

Facilitator's Skill Packet

Skill Alternatives To Aggression

NUMBER 32

Helping Others

"He that does good to another, does good also to himself, not only in the consequences, but in the very act, for the consequence of well-doing is, in itself, ample reward."

— Seneca

U.S. Department of Labor

Job Corps

32

Helping Others

ST★R SOCIAL SKILLS TRAINING

Skill Alternatives To Aggression

These skills teach how to recognize and deal with situations that might lead to trouble. This is especially important for adolescents who are testing the rules, exploring new behaviors, and expanding their range of choices.

Objective

This lesson will be accomplished when the students assist others who need or want help in a respectful way.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 32. A copy is on the back cover of this packet. (*Pass out one copy per student.*)
2. To preview video tape #5 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

- ☞ **Review the Objective** on the opposite page (←).

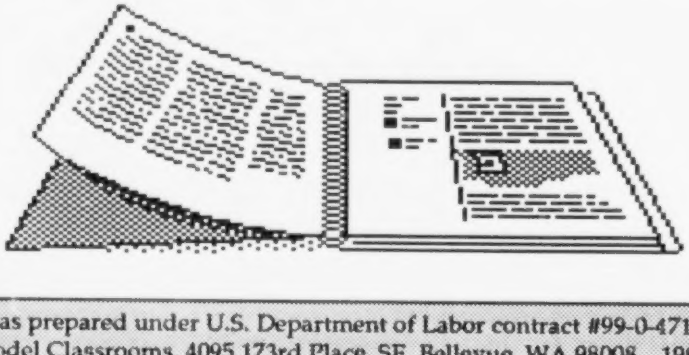
- ☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

- ☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

  1. **Use an "Attention-Getting" activity.**
  2. **Introduce the skill.**
  3. **Describe the basic steps for the skill.**
  4. **Model the skill.**
  5. **Have students role play the skill.**
  6. **Discuss how to use the skill in everyday life.**
  7. **Conclude the session.**

- ☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

- ☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

When we help someone else we do good not only for them, but for ourselves too. We feel better about ourselves because we realize that we have enough skill or ability or possessions that we can give some away.

Being able to help someone else doesn't just mean that we give assistance when someone asks for help. It's important to be alert so that we notice when someone could use a hand with some task.

If you're uncertain, ask if you could help. Not everyone will need or want your help. But most people will genuinely appreciate it.

Helping others can be as simple as holding a door open for someone. Helping others can be a way of "balancing the books" a bit. When we need help, we each hope someone will be there to offer it. Helping someone else makes you feel good about you!

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. Video #5

This music video features a number of students who are unenthusiastically rehearsing the song "Lean On Me" for a Center assembly. The lead singer suggests that if they think about occasions in their own lives when they have helped others or been helped by others, they will be better able to express the lyrics in the song. We then see a short scenario involving each student in a situation when they are receiving or giving help.

ALTERNATE CHOICES

1. Lend a Hand.

As students assemble in the room, begin rearranging the chairs or furniture into a different configuration: circle, square or rows. See if the students ask if they may help or just pitch in. Discuss why they did or didn't decide to help.

2. Unsolicited Help.

Ask the students to name the best or most help they have received since coming to Job Corps without asking for it.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

◆ Ask the students to try to name the steps.

◆ Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**

◆ Review the steps listed below:

1. **Decide** if another person might need or want your help.
2. **Think** of the ways you could be helpful.
3. **Ask** the other person if he or she needs or wants your help.
4. **Help** the other person.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

◆ Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*

◆ Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**

◆ Give each group a few minutes to prepare their role play.

◆ Have each group perform their skit.

◆ Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You see a fellow student struggling to move some equipment around in setting up for an assembly.

2. You notice a new student who is having a hard time making his bed neatly.

In the Community

1. You and your group of friends like to go to a park in town. You notice that it's really getting run down and a lot of the bathrooms and playground equipment are inoperative. Your Job Corps Center has classes in painting, plumbing, carpentry, and other trades.

2. You are going into a store and you notice a woman with a baby stroller trying to open the door.

On the Job

1. One of your co-workers complain s to you about how a sickness in his family has made him lose work and he is way behind on an important project.

2. Your co-worker has a rush project to get out today. You know she has a special date and she really doesn't want to stay late.

In a Social Situation

1. After the dance, you notice two people are cleaning up the refreshment table.

2. You are in line to use a vending machine which requires correct change. The person in front of you doesn't seem to have the right change. You have plenty of change.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- ◆ Name an instance where someone has helped you without you asking.
- ◆ How do you feel when someone offers to help you without you having to ask?
- ◆ What are some ways you could ask someone if they need or want your help?
- ◆ When you help someone else, how do you feel?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

32. Helping Others

I help, in a respectful way, others who need or want help.

STEPS TO
HELPING OTHERS

1. **Decide** if another person might need or want your help.
2. **Think** of the ways you could be helpful.
3. **Ask** the other person if he or she needs or wants your help.
4. **Help** the other person.
5. Choose to cooperate or to bear the consquences if you don't.

Being willing and able to help others means that you have enough confidence in yourself that you can give of yourself.

When you help someone you make them and yourself feel good. It is important to be alert so that you notice when someone may need your help. Don't always wait to be asked to help, you can volunteer.

If you are willing to help others, chances are that someone will be there to help you when you need it, too!

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skill Alternatives To Aggression

NUMBER 33

Negotiating

"Let us never negotiate out of fear, but, let us never fear to negotiate."

— John F. Kennedy

Job Corps

33

Negotiating

ST★R SOCIAL SKILLS TRAINING

U.S. Department of Labor

Skill Alternatives To Aggression

These skills teach how to recognize and deal with situations that might lead to trouble. This is especially important for adolescents who are testing the rules, exploring new behaviors, and expanding their range of choices.

Objective

This lesson will be accomplished when the students can discuss differences of opinion and reach an acceptable compromise.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 33. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview the video tape: (video unavailable at this time).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

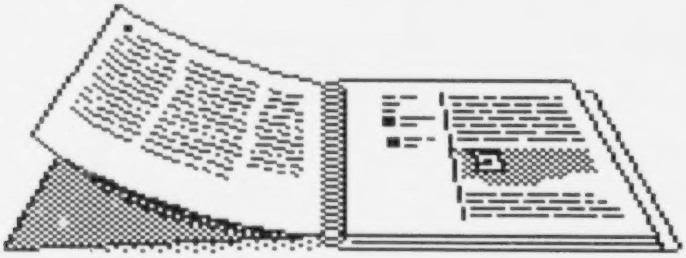
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

We often think of negotiating as something that is done by presidents or heads of state, or by large companies and unions. But everyone negotiates every day. Negotiating is seeking compromise. Compromising doesn't mean that we are weak. All it means is that we are willing to give in some to reach an agreeable solution.

When two organizations have a difference of opinion, they usually designate representatives to "negotiate" a solution. When they negotiate, each side presents its position, ***and*** listens to what the other side wants. It's important to listen openly to the other position, and to decide how a compromise could be reached.

You negotiate when your group of friends wants to choose an activity. Someone may want to see a movie, while another may want to go out for pizza, and someone else wants to go bowling. If you really want to do something together, you'll try to reach a compromise. You may agree to see a movie next week, and to stop for pizza after bowling. Or you may decide that each of you will do your own thing.

Learning to negotiate means learning to compromise. It will help you at Job Corps, in your work life, and in your personal life.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. *(Video unavailable at this time.)*

ALTERNATE CHOICES

1. **Negotiating for Change.**

   Divide the group in half. Have each group select a leader. One group is assigned to represent Center staff. The other group represents students. Ask them to negotiate a change in the Center hair policy or dress code. They must come to conclusion in five minutes.

2. **Controversial Issues.**

   Select a topic that is controversial on Center — for example, kind of music to be played at a dance, type of food to be served at a dinner, etc. Divide the students into two groups and have them negotiate a solution for five minutes.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if you and the other person are having a difference of opinion.
2. **Tell** what happened to make you feel that way.
3. **Ask** what you could call the feeling.
4. **Listen** openly to his or her answer.
5. **Think** about why he or she might feel that way.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Your counselor assigns you a task to do and wants it done by Monday. It's Friday now and you want to go on leave this weekend. You would prefer doing the task by Tuesday instead.

2. In order to go on a recreation trip, you were supposed to sign up by Thursday. It's Friday and you didn't sign up.

In the Community

1. Job Corps students have been barred from the local convenience store because of recent shoplifters. You and a small group of students want to negotiate with the owner to use the store.

2. A friend wants to sell you his bicycle. You think it's worth less than he's asking.

On the Job

1. You've been with the company for six months and you think you deserve a raise.

2. A rush job comes along. Your boss tells you and a co-worker to work out who will do the overtime.

In a Social Situation

1. You want to go to a movie and your date wants to go bowling.

2. During the holidays you want to visit your family and your spouse wants to visit his/her family.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- ◆ What information do you need to prepare before you negotiate?
- ◆ What are some of the positive things that can happen as a result of negotiating?
- ◆ What are some of the negative outcomes?
- ◆ Can you think of some situations where you may need to negotiate with your family? A date? Your roommate? A teacher?

---

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

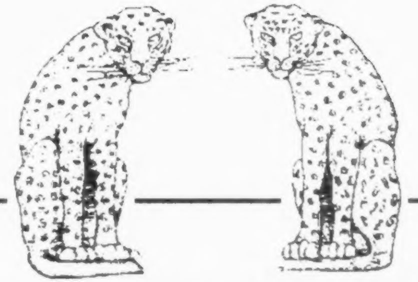
Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.



33. Negotiating

I can discuss differences of opinion and reach a compromise with others.

STEPS TO NEGOTIATING

1. **Decide** if you and the other person are having a difference of opinion.
2. **Tell** what happened to make you feel that way.
3. **Ask** what you could call the feeling.
4. **Listen** openly to his or her answer.
5. **Think** about why he or she might feel that way.

Negotiating isn't something that is just done by heads of state or large corporations. Most people negotiate everyday. Negotiating means reaching a solution through compromise.

When you negotiate, you need to state clearly what your position is. Then you need to listen carefully, and with an open mind, to what the other person says. Try to find a way that you can both get what you want. You may both have to give in a little bit to reach a solution that is fair for both of you.

If you learn to negotiate well, you will be able to resolve problems at Job Corps, on the job and in your personal life.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skill Alternatives To Aggression

NUMBER 34

Using Self-Control

> *"Always remember that if you are in the right you can afford to keep your temper, and if you are in the wrong you cannot afford to lose it."*
>
> *— J.J. Reynolds*

U.S. Department of Labor

Job Corps

34

Using Self-Control

ST★R
SOCIAL SKILLS
TRAINING

Skill Alternatives To Aggression

These skills teach how to recognize and deal with situations that might lead to trouble. This is especially important for adolescents who are testing the rules, exploring new behaviors, and expanding their range of choices.

Objective

This lesson will be accomplished when the students think through situations before responding strongly and then use self-control.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 34. A copy is on the back cover of this packet. *(Pass out one copy per student.)*
2. To preview video tape #19 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

- **Review the Objective** on the opposite page (←).

- **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

- **Follow the 7 presentation steps.** They are described in full on the next few pages.

    1. **Use an "Attention-Getting" activity.**
    2. **Introduce the skill.**
    3. **Describe the basic steps for the skill.**
    4. **Model the skill.**
    5. **Have students role play the skill.**
    6. **Discuss how to use the skill in everyday life.**
    7. **Conclude the session.**

- **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

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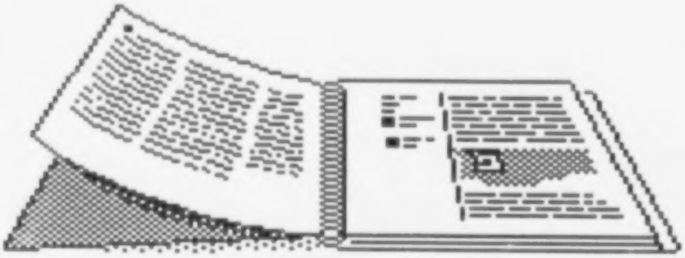

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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Sometimes something happens that makes us feel so strongly that we can over-react and loose control of our emotions. When that happens, we often act without thinking clearly. This usually leads to trouble for us. We often feel physical signs when we are about to lose control, such as feeling flushed, trembling, crying, shaking, or tightening of muscles.

When we use self-control we show that we have the power to choose how we will act and react. It means that we can think through a situation and then decide what action we want to take, rather than just responding automatically to our emotions.

There are many techniques people use to gain self-control when a situation upsets them. Counting to ten or breathing deeply can give you time to think about the problem. Sometimes getting away from a situation or doing something else for a while can help you gain self-control. Physical exercise can help you vent your frustration in a safe and healthy way, and give you time to think. Remember, using self-control shows that you have the power to choose how you will act.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. **Video #19**

This video is a short scenario involving a female student and a male student who have recently become engaged and have not seen each other for several days. Instead of waiting for a more appropriate time and place, they are necking enthusiastically in a public hallway. They are interrupted by a staff member.

ALTERNATE CHOICES

1. **Methods of Self-Control.**

Using responses volunteered by the group, make up a list of possible methods for gaining self-control. Be sure it includes both physical actions and mental actions. Write the list on a blackboard or large pad.

2. **Expanding the Concept of Self-Control.**

When we talk of self-control we usually think of using it on "negative" emotions like anger or fear. Being "out-of-control" can be just as bad for us when we get out of control on "positive" emotions like love or excitement. Give each student in the group a different emotion, alternating negative and positive, and have each explain what some of the dangers of being out-of-control on that emotion are.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Tune in** to what is going on in your body that helps you know that you are about to "lose control."
2. **Decide** what happened to make you feel that way.
3. **Decide** what you could call the feeling.
4. **Choose** the way that seems best to you and do it.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Some of the other students are horsing around in the dorm. A staff member comes in and angrily writes them up. He includes you as well and won't listen to your protests that you were not involved.

2. Your room gets a poor dorm score again because one of your roommates didn't clean his/her area.

In the Community

1. You are walking down the street when a group of kids starts taunting you and calling you names, including several things you find incredibly offensive.

2. You have been waiting in line at the grocery store. Just before your turn to be waited on, the clerk closes the line and tells you he's going to lunch.

On the Job

1. You are working on a job that involves very small and intricate parts. You keep dropping the pieces and are getting really frustrated.

2. You've been working on a special project at work. It's a beautiful day outside and you're tempted to call in sick.

In a Social Situation

1. A friend takes something from you without permission. You've been having a lousy day and this seems like just the final straw.

2. You have been on a diet and are really starting to get results. You are invited to a birthday party and the cake looks great.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What are some ways that you might use to get in control of your emotions and actions?
- What are some situations where you use self-control in your daily life?
- When is it difficult for you to maintain self-control?
- What are some of the possible consequences of not using self-control on the job? At home? In public?

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

34. Using Self-Control

I think about a situation first before over-reacting and losing control of my actions.

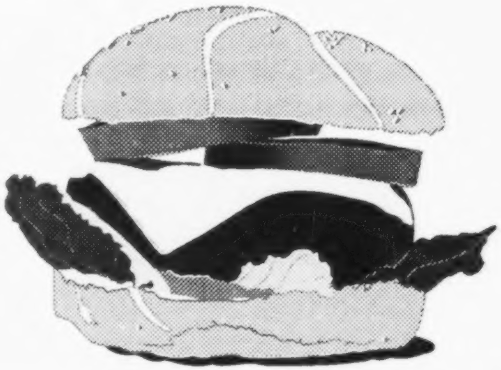
STEPS TO USING SELF-CONTROL

1. **Tune in** to what is going on in your body that helps you know that you are about to "lose control."
2. **Decide** what happened to make you feel that way.
3. **Decide** what you could call the feeling.
4. **Choose** the way that seems best to you and do it.

Sometimes things happen that make us feel so strongly that we overreact and lose control of our emotions. Usually our bodies give signals like tense muscles, shaking or crying. When this happens, we need to gain control and decide what it was that made us feel that way.

To give us time to think, we can try counting to 10, breathing deeply, exercising or taking a break from the situation.

Using self-control means that we have the power to choose how we will react to a situation. Being able to step back from the situation and thinking more clearly, helps us to choose the best way to react.



Social Skills Training

Job Corps

Facilitator's Skill Packet

Skill Alternatives To Aggression

NUMBER 35

Standing Up For Your Rights

"Integrity is the first step to true greatness."

— C. Simmons

Job Corps

35

Standing Up For Your Rights

ST★R SOCIAL SKILLS TRAINING

U.S. Department of Labor

Skill Alternatives To Aggression

These skills teach how to recognize and deal with situations that might lead to trouble. This is especially important for adolescents who are testing the rules, exploring new behaviors, and expanding their range of choices.

Objective

This lesson will be accomplished when the students assert their rights by letting others know where they stand on issues, in a respectful way.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 35. A copy is on the back cover of this packet. (*Pass out one copy per student.*)
2. To preview video tape #10 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

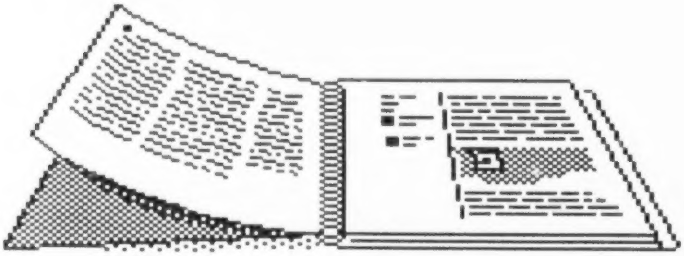
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Have you ever waited in line and had someone cut in front of you? This can happen if someone is just being rude, or it can happen accidentally. The person may not have realized you were waiting in line. Have you ever been treated unfairly or punished for something that you didn't do? Did you accept it or did you blow up or did you explain what happened? Think about how it made you feel. You may have become angry or gotten a stomachache or a headache just thinking about the situation. Sometimes people choose to let a situation pass without doing anything. And sometimes that's okay.

But other times we may feel really dissatisfied because someone is denying us our rights. When we feel that way, it is important to stand up for our rights.

There are lots of ways to do this. Some people choose to be very aggressive or hostile, demanding their rights.

A better way is to think first about ways that you could stand up for yourself. Then pick a direct and reasonable way and try it.

If we remain calm, in control and reasonable, others are more likely to take us seriously and respect our rights.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. Video #10

In this video a student and her roommate discuss an appropriate way for her to stand up for her rights after she has been accosted by a group of students who threaten her.

ALTERNATE CHOICES

1. What Are Your Rights?

Lead a brief discussion on "What are our basic rights as people?" Have the group members volunteer answers and write these on a blackboard or paper pad. Materials needed: blackboard or large paper pad, chalk or markers.

2. Rights In History.

Ask students to name people in history who stood up for their rights. (Martin Luther King, Nelson Mandela, Americans during Revolutionary War, etc.)

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Pay attention** to what is going on in your body that helps you know that you are dissatisfied and would like to stand up for yourself.
2. **Decide** what happened to make you feel dissatisfied.
3. **Think** about ways in which you might stand up for yourself and choose one that you can do in a direct and reasonable way.
4. **Stand up** for yourself.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You were unfairly disciplined by a staff member for something you did not do.

2. You have two friends who always cut in front of you in line at the cafeteria.

In the Community

1. At your apartment, you have an assigned parking space. A neighbor keeps parking his car in your space.

2. You keep receiving telephone calls from a company trying to sell you something. The calls frequently interrupt your dinner. The salesperson keeps talking when you try to end the conversation.

On the Job

1. A co-worker just got promoted into a job for which you feel you are qualified. The job was not advertised so you didn't get a chance to apply.

2. You are working for a company that is having some financial problems and asks all of its employees to cut back on benefits until the problems are over. Later you discover the company's finances are back in order, but the benefits haven't been returned.

In a Social Situation

1. You have a friend who always wants to borrow your clothes. She never washes them before she returns them. Now she asks to borrow your best sweater.

2. You are waiting in line for a movie that has limited seating. People are cutting into the line in front of you.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- When you stand up for your rights, how does it make you feel about yourself?
- Can you name some situations where it might be a good idea ***not*** to stand up for your rights?
- If you accidentally denied someone their rights, and they told you about it, how might you react?
- Can you name some good ***reasonable*** ways to stand up for yourself?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
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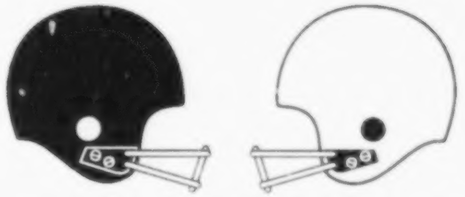
Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.



35. Standing Up For Your Rights

I let others know where I stand on issues, in a respectful way.

Everyone has rights. When someone denies us our rights, either accidentally or on purpose, it can be upsetting. You may experience some physical reactions like a headache or stomachache. Or, you may get frustrated or angry.

How you decide to handle it is important. Don't react immediately by becoming angry or hostile. It could make others feel that you don't deserve your rights.

Think about the different ways you could stand up for yourself. **If you remain calm, direct and reasonable, others are more likely to respect your rights.**

STEPS TO STANDING UP FOR YOUR RIGHTS

1. **Pay attention** to what is going on in your body that helps you know that you are dissatisfied and would like to stand up for yourself.
2. **Decide** what happened to make you feel dissatisfied.
3. **Think** about ways you might stand up for yourself and choose one that you can do in a direct and reasonable way.
4. **Stand up** for yourself.

Social Skills Training
Job Corps

Facilitator's Skill Packet

Skill Alternatives To Aggression

NUMBER 36

Responding to Teasing

> *"I didn't pay attention to the things people said about me. I didn't want to know what they were saying, because I figured I was the only one who knew the truth."*
>
> *— Moses Malone, NBA Center*

U.S. Department of Labor

Job Corps

36

Responding to Teasing

ST★R
SOCIAL SKILLS
TRAINING

Skill Alternatives To Aggression

These skills teach how to recognize and deal with situations that might lead to trouble. This is especially important for adolescents who are testing the rules, exploring new behaviors, and expanding their range of choices.

Objective

This lesson will be accomplished when the students deal with being teased in ways that allow them to remain in control of themselves.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 36. A copy is on the back cover of this packet. (*Pass out one copy per student.*)
2. To preview video tape #8 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

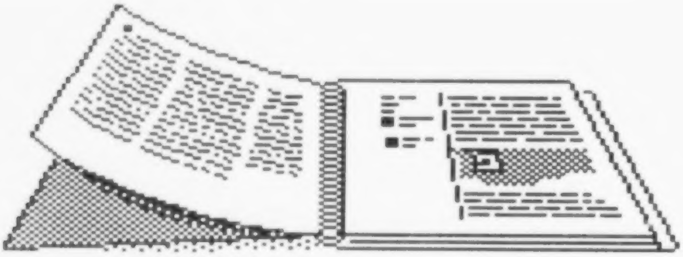
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Everyone has to endure teasing at one time or another. In fact, sometimes our friends or buddies tease us in fun.

At other times, though, people tease others when they are uncomfortable and want to focus attention on someone else. Often, people who tease want to put others down so that they can feel superior or important. Usually people who tease are insecure about themselves. They may be trying to focus negative attention on you rather than on themselves.

There are many ways to respond to teasing. If you choose to get angry and react negatively, you are just buying into what the other person wanted. Don't let someone else's feelings of insecurity become your problem.

You could just ignore the teasing. The teaser will be disappointed. Sometimes, making a joke out of the teasing can work too. Don't take teasing too seriously. Remember, how you feel about yourself is what is most important.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. **Video #8**

This video is a scenario which takes place at a Center basketball game when a somewhat short and chubby student is sent into the game when several of his teammates foul out.

ALTERNATE CHOICES

1. **"Just Teasing."**

Have students volunteer times when they were teased and what they did about it. Take three or four examples and have the class vote on the best response to teasing. Have that person receive a standing round of applause from the group.

2. **Feelings.**

Ask the students to name things about which they have heard other students teasing people. Ask how they would feel if they were the target of the teasing.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if you are being teased.
2. **Think** about ways to deal with the teasing.
3. **Choose** what seems to you to be the best way and do it.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You do really well on a vocational project and your instructor praises you. You get a lot of teasing for it from others on your crew.

2. You decide to run for student government. You've never done anything like this before. Other people start mocking you and teasing you for trying it.

In the Community

1. You and a friend are walking down the street. Some guys start hassling you about the clothes you're wearing.

2. You drove your friends to a movie and tried to parallel park your car. When you all got out, everyone began to tease you because you parked on the curb.

On the Job

1. You volunteer to help on a project that will help you advance in the company. Your co-workers start teasing you about being a brown-noser and being "too good" for them.

2. You tried to tell your co-workers a joke and you messed up the punch line. Everyone starts teasing you.

In a Social Situation

1. You have just tried experimenting with a new haircut. It didn't come out quite the way you'd hoped and you are getting a lot of teasing about it.

2. You decide to date someone who is very different from your regular group of friends. Your friends start teasing you about this and the teasing seems angry or mean-spirited.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- When might it be okay to tease someone else?
- Teasing can be hurtful. Can you describe a situation in which teasing hurt you or a friend?
- What are some signs that teasing is hurting someone?
- What are some ways you can respond to teasing without getting upset? How do you think the teaser feels when you don't show that you're upset?

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

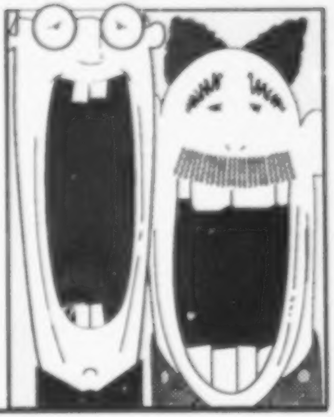
Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.



36. Responding To Teasing

I deal with teasing without losing control of myself.

STEPS TO RESPONDING TO TEASING

1. **Decide** if you are being teased.
2. **Think** about ways to deal with the teasing.
3. **Choose** what seems to you to be the best way and do it.

Everyone has to put up with teasing at one time or another. Sometimes we tease our friends in fun.

Often, when people tease others it is because they are uncomfortable or insecure and they want to focus negative attention on you rather than on themselves.

There are many ways you can respond to teasing. You could ignore it or make a joke about it.

Be sure you stay in control of your feelings and emotions and remember that your feelings about yourself are what are important.

Don't reward a teaser by getting upset!

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skill Alternatives To Aggression

NUMBER 37

Avoiding Trouble with Others

"The better part of valour is discretion."

— Shakespeare

U.S. Department of Labor

Job Corps

37

Avoiding Trouble with Others

ST★R
SOCIAL SKILLS
TRAINING

Skill Alternatives To Aggression

These skills teach how to recognize and deal with situations that might lead to trouble. This is especially important for adolescents who are testing the rules, exploring new behaviors, and expanding their range of choices.

Objective

This lesson will be accomplished when the students stay out of situations that could get them into trouble.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 37. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #18 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4*.

Using this Skill Packet

- ☞ **Review the Objective** on the opposite page (←).

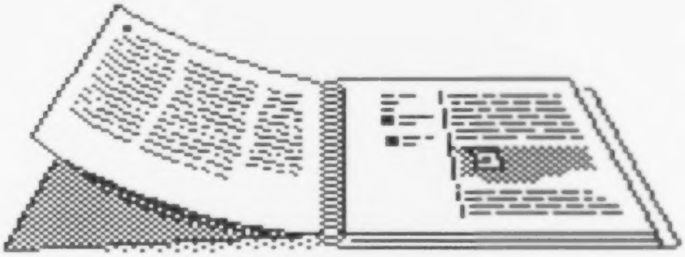
- ☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

- ☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

    1. **Use an "Attention-Getting" activity.**
    2. **Introduce the skill.**
    3. **Describe the basic steps for the skill.**
    4. **Model the skill.**
    5. **Have students role play the skill.**
    6. **Discuss how to use the skill in everyday life.**
    7. **Conclude the session.**

- ☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

- ☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Have you ever heard someone say "trouble is my middle name?" Some people seem to be in trouble all the time. Trouble is something that usually results in negative consequences for us.

Often we recognize in advance when a situation could lead to trouble for us. We can tell because we know that there are risks or we have had a similar experience before.

What is important, though, is to learn that you can often avoid situations that would probably result in trouble for you. That involves making a choice. You can choose ***not*** to participate in a fight or disagreement. You can withdraw from a potentially troublesome situation. You always have a choice.

Choosing ***not*** to fight, or argue, or do something dangerous doesn't mean that you are a coward or a chicken. It simply means that you have decided what is best for you and have chosen to do that. Remember, when you take responsibility for your own actions, you can choose to avoid trouble with others. Do what is best for you!

**CONTINUED ON
PAGE 5**

Attention-Getting Activities

VIDEO

1. Video #18

In this video a female student basketball player blames her teammate for losing the game. She is confronted by her coach and they discuss what motivated her behavior and how it made other people feel.

ALTERNATE CHOICES

1. Avoiding Trouble.

Ask students to name types of "trouble," for example, fights, arrests, test failure, etc. List these on a chalk board or flip chart. Then ask the students to suggest ways to avoid these situations.

2. Trouble in Job Corps.

Have students name types of trouble they or others have experienced at Job Corps. Have the group suggest ways to avoid it in the future.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** what is going on in your body that helps you know what you are feeling.
2. **Decide what happened** to make you feel that way.
3. **Tell what** you could call the feeling.
4. **Suggest other things** you might do, if you think it's appropriate to make suggestions.
5. **Do** what you think is best for you.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You are with a group of friends who want to cut class. You are almost finished with the Job Corps program and have had enough write-ups that one more might get you kicked out of the program. You don't want that to happen.

2. You overhear two people saying something negative about you.

In the Community

1. You need to stop at the store and are in a real hurry. The only parking place nearby is marked for handicapped people.

2. You're on a softball team and at a game. The opposing team is making rude comments about your team.

On the Job

1. At work a co-worker asks you to punch his time card when you leave so he can leave early. You know that you could get fired if the supervisor finds out.

2. At work the group you're having lunch with starts loudly telling jokes that make fun of a certain ethnic group.

In a Social Situation

1. You are at a picnic and you see two people start shoving each other. A crowd starts to form and it looks like things are getting out of hand.

2. You're shopping with some friends and you realize that one of them is shoplifting. He wants you to take something, too.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- ◆ How might you avoid trouble if someone is trying to bully you or a friend?
- ◆ What are some of the things you should think about when you decide if a situation could lead you into trouble?
- ◆ What are some situations that you face that could cause you trouble? What could you do to avoid it?
- ◆ When you make a conscious choice to avoid a troublesome situation, how do you feel about yourself?

---

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

37. Avoiding Trouble With Others

I stay out of situations that could get me into trouble.

STEPS TO AVOIDING
TROUBLE WITH OTHERS

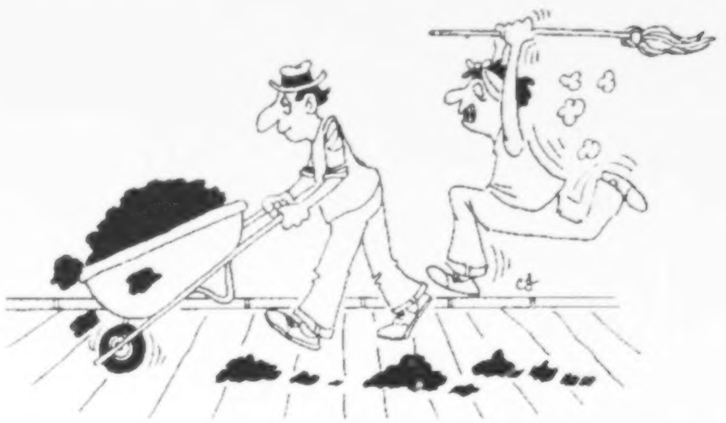
1. **Decide** if you are in a situation that might get you into trouble.
2. **Decide** if you want to get out of the situation.
3. **Tell** other people what you decided and why.
4. **Suggest** other things you might do.
5. **Do** what you think is best for you.

Some people seem to be in trouble all of the time. It is important to recognize and understand that trouble often results from choices that are made.

You can choose ***not*** to do something that could be risky, even though others are doing it.

You can choose ***not*** to participate in a fight or argument. You can withdraw when you see trouble coming.

Avoiding trouble with others doesn't mean you are a coward or a chicken. Sometimes the bravest thing you can do is to walk away from a bad situation. Remember that you are the one who has to live with the consequences of what you do. Choose what's best for you.



Social Skills Training

Job Corps

Facilitator's Skill Packet

Skill Alternatives To Aggression

NUMBER 38

Keeping Out of Fights

> *"People who fly into a rage always make a bad landing."*
>
> *— Will Rogers*

U.S. Department of Labor

Job Corps

38

Keeping Out of Fights

ST★R SOCIAL SKILLS TRAINING

Skill Alternatives To Aggression

These skills teach how to recognize and deal with situations that might lead to trouble. This is especially important for adolescents who are testing the rules, exploring new behaviors, and expanding their range of choices.

Objective

This lesson will be accomplished when the students figure out ways other than fighting to handle difficult situations.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 38. A copy is on the back cover of this packet. (*Pass out one copy per student.*)
2. To preview video tape #6 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

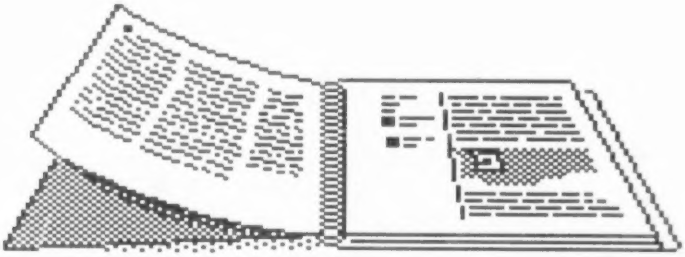
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

It's as easy to learn to keep out of fights as it is to get into fights. It just takes practice. People get into fights for lots of reasons. Sometimes they react to someone else's anger or they think someone has wronged them. No matter what the reason, fighting never accomplishes anything positive.

Whether at work, in the community, or a social situation, fighting rarely proves anything. We respect others who manage to stay in control and resolve a disagreement without fighting.

To avoid fights, you have to practice all the social skils you've learned and not respond to the other person's anger or taunts. When you do this, you can feel good about yourself. Keeping out of fights is the adult part of you shining through.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. **Video #6**

In this "rap" video three students who have been accused of having and using drugs on Center by their roommate (who is covering his own guilt) discuss the best way to deal with the situation.

ALTERNATE CHOICES

1. **"Hot Buttons."**

Separate the students into 3 or 4 small groups. Ask each group to come up with a list of people's "hot buttons" — the things that often set others off. Share each of the lists with the entire group.

2. **Mock Fight.**

Before the group begins, prepare two students to enter the room and start a verbal fight in front of the group. Stand back and watch the interaction. After an appropriate time, end the activity and ask everyone how they felt.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Stop and think** about why you want to fight.
2. **Decide** what you want to happen in the long run.
3. **Think** about other ways to handle the situation besides fighting.
4. **Decide** on the way that seems best to you for handling the situation and do it.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. A dorm-mate comes into the dorm obviously very angry and starts pushing you and calling you names.

2. You are missing a T-shirt. You see someone else wearing it and your immediate thought is to go up and confront him or her, demanding the shirt back.

In the Community

1. You are walking past a tavern. A man comes out who is obviously drunk and starts taunting you and trying to provoke a fight.

2. You are on a baseball team. As one of your players is rounding a base the opposing team's player stretches out a leg and trips him or her. The two of them start to fight and all the players from both teams start toward the fight.

On the Job

1. A co-worker comes up to you and angrily accuses you of spreading lies about her. It seems like she's ready to hit you.

2. You and a friend are teasing a co-worker on break. The teasing gets out of hand and the other person gets very angry.

In a Social Situation

1. At a dance, you mistakenly bump into someone who is drunk. He threatens you.

2. At a football game, a guy who is rooting for the other team makes derogatory remarks about your team.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- ◆ How do you feel when you refuse to be provoked into a fight and walk away?
- ◆ What are your "hot buttons" — the things others can say or do to get you angry?
- ◆ What would happen if you got into a fight at work? At a party?
- ◆ How do you react when others get into a fight? How does it make you feel?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

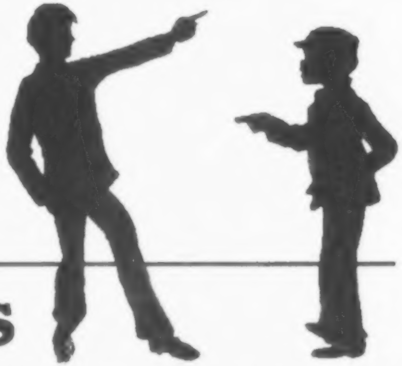
Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.



38. Keeping Out Of Fights

I figure out ways other than fighting to handle difficult situations.

STEPS TO KEEPING OUT OF FIGHTS

1. **Stop and think** about why you want to fight.
2. **Decide** what you want to happen in the long run.
3. **Think** about other ways to handle the situation besides fighting.
4. **Decide** on the way that seems best to you for handling the situation and do it.

Fights usually start when we react to someone else's anger or lose self-control. Learning to keep out of fights is an important skill whether on the job or in a social situation. Fighting never proves or solves anything.

Keeping out of fights is the mature adult way to handle disagreements. You show others that you just don't react, but that you stop and think things through. Keeping out of fights shows respect for yourself and others.

Social Skills Training
Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 39

Making a Complaint

> *"When people cease to complain, they cease to think."*
>
> *— Napoleon I*

U.S. Department of Labor

Job Corps

39

Making a Complaint

ST★R
SOCIAL SKILLS TRAINING

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students express complaints that are reasonable to the appropriate person in a way that promotes resolution.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 39. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #17 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

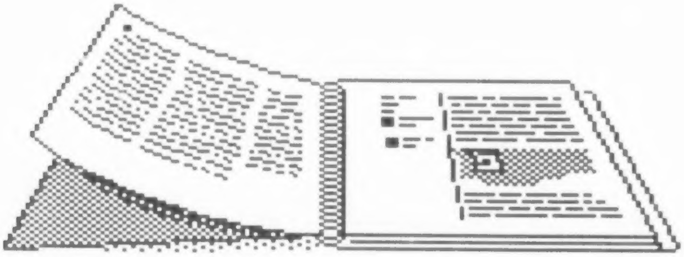
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Everyone has times when they feel like complaining. Complaining can be good when you use it to make positive changes about problems. It can also be a waste when you don't do anything except complain.

Complaining is an important way to express our feelings of dissatisfaction with something. More than that, though, we want to have what we complain about change. Focus your attention and energy on the change you want to happen and you will see more clearly how to make your complaint effective.

If you are unhappy, you want to make a complaint that helps to make the change you desire come about. That's why it's important to use self-control, to communicate clearly what you want, and to think about how the other person might respond.

We respect the person who complains as part of making a change. We don't respect the person who complains, but doesn't make any effort to deal actively with what the problem is. Be a winner, not a whiner.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #17

This short scenario takes place in a Center cafeteria. The concepts of Expressing Your Feelings and Making a Complaint are introduced when a student loudly and rudely expresses his feelings about what is being served for lunch. He is approached by the food service manager and they discuss how the student could express his feelings and make a complaint in a more appropriate manner.

ALTERNATE CHOICES

1. Complaints at Job Corps.

Ask the students to volunteer their complaints about Center life. Write them on a chalkboard or flip chart. Then ask them to identify to whom they might complain to get resolution. Materials needed: chalkboard and chalk; or flip chart and markers

2. Making a Complaint.

Ask students to imagine that they have just had a car repaired. It breaks down again. Ask what they would do.

3. Create your own "Attention-Getting" activity.

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Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** what your complaint is.
2. **Decide** who to complain to.
3. **Tell** that person your complaint.
4. **Tell** that person what you would like done about the problem.
5. **Ask** how he or she feels about what you've said.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

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5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. For the second time this month you are assigned to Center Support. The rule is that you will only be assigned every other month.

2. They seem to serve the same choices of food every morning for breakfast in the cafeteria. You'd like a change.

In the Community

1. You and your roommate have divided up the chores. But your roommate isn't doing her share.

2. You bought a new jacket. When you got it home you noticed the lining was torn.

On the Job

1. Your boss asks you to work overtime again. You notice that your co-workers never seem to have to work overtime and you think they should share the load.

2. You and a co-worker share phone coverage during the lunch hour. You can't leave for lunch until she returns to cover the phones. She's frequently late, giving you a late start.

In a Social Situation

1. You are in a restaurant having dinner. The background music is so loud you can't talk to your date.

2. You're sitting in a no-smoking section in a restaurant. Someone at the next table lights up a cigarette.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- How should you decide who you want to complain to about something?
- If your complaint is ignored, and you still think it is valid, what could you do?
- Before you make a complaint to someone, what should you think about?
- Why is it a good idea to stay in control of your emotions when you are making a complaint?

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

39. Making a Complaint

I express complaints that are reasonable to the appropriate person and offer possible solutions.

We all have times when we feel like complaining about something. Complaining can be good when you use it to make positive changes about problems. But it can also be a waste of time and energy if you don't do anything but complain about a situation.

Complaining is an important way of expressing your dissatisfaction with something. But don't ***just complain***. Focus your energy and attention on the changes you want to have happen. First find a person who has the power to make the change you want.

Express your complaint clearly and directly. Be sure to tell what you would like to have happen to change the situation.

Remember, be a winner, not a whiner!

STEPS TO MAKING A COMPLAINT

1. **Decide** what your complaint is.
2. **Decide** who to complain to.
3. **Tell** that person your complaint.
4. **Tell** that person what you would like done about the problem.
5. **Ask** how he or she feels about what you've said.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 40

Answering a Complaint

> ***"There is a difference between justice and consideration in one's relations to one's fellow men. It is the function of justice not to do wrong to one's fellow men; of considerateness, not to wound their feelings."***
>
> ***— Cicero***

U.S. Department of Labor

Job Corps

40

Answering a Complaint

ST★R
SOCIAL SKILLS
TRAINING

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students listen respectfully to a complaint and try to arrive at a fair solution, accepting the blame if appropriate.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 40. A copy is on the back cover of this packet. *(Pass out one copy per student.)*

2. To preview the video tape: (video unavailable at this time).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

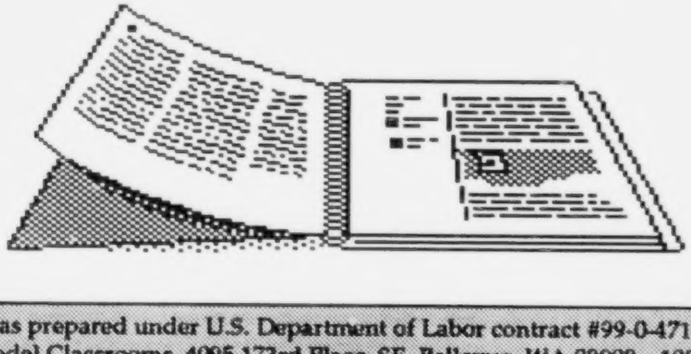
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

When someone complains to you it's because they want to express their feelings about something they think you have the ability to change. What is important to them are their feelings and the change they want. These two things are what you will want to respond to when answering a complaint.

Dealing with someone's feelings is a matter of showing respect, and recognizing that the other person *feels* what he or she *feels* — don't argue about what someone "should" feel. This part of answering a complaint has nothing to do with judging the complaint, but a lot to do with showing respect. Listen to the other person and try to understand his or her feelings. Dealing with the change that the other person wants is where your judgement comes in. You need to ask yourself if *you* really can make the change they want. And if you can, then you must decide what is fair for you to do. You need to take responsibility for your actions and for any mistakes you have made. Remember, you are looking at specific actions that can be changed, not judging yourself or the other person.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. *(Video unavailable at this time.)*

ALTERNATE CHOICES

1. **Responding to Complaints.**

   Review the list of complaints about Job Corps life that was prepared in "Making a Complaint." Assign students the responsibility to answer the complaints.

2. **Responses.**

   Ask the students to describe responses to complaints that have made them angry or dissatisfied. Ask why they have felt as they did.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Listen** to the complaint.
2. **Ask** the person to explain anything you don't understand.
3. **Tell** the person that you understand the complaint.
4. **State your ideas** about the complaint.
5. **Suggest** what each of you could do about the complaint.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You are doing dorm clean-up. Another dorm member complains that you are doing your job too slowly so that he or she won't have enough time to get done the job he or she has to do.

2. Your roommates complain that you always choose what music is played in your room and never let them choose.

In the Community

1. You and your friends are eating dinner in a fast-food restaurant. The manager tells you that some customers have complained about your foul and loud language.

2. You are in a shopping mall with friends having a good time, sitting on the only available benches. An elderly woman comes by and complains that you are taking all the seats.

On the Job

1. At work a co-worker complains that you never clean up your work area and tools.

2. You are a salesperson and a customer comes back into the shop complaining that something you sold him was no good. He implies you are a liar and are trying to cheat him. (**Variation:** it is obvious that the product fell apart because he misused it.)

In a Social Situation

1. You are in a theatre with a friend. The movie reminds you of something that you want to talk to your friends about. As you are talking, someone else in the theatre complains to you that you are bothering them by talking during the film.

2. A friend borrows something from you. When he or she returns it it is all beat-up. Your friend doesn't say anything about that.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- ◆ What could you do when someone complains to you about something you don't have the power to change?
- ◆ How can you show a person that you are listening to and understanding his/her complaint?
- ◆ Name some situations where you personally have been asked to answer a complaint. What did you do well?
- ◆ What could you do if the change someone wants isn't something that you think is fair or right?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

40. Answering a Complaint

I listen respectfully to a complaint and try to respond fairly, accepting blame if appropriate.

When someone complains to you, it is because they want to express their feelings about something they think you have the ability to change.

When you want to answer a complaint you need to consider both the other person's feelings ***and*** the thing they want to have changed.

Show respect for the other person by listening to what they have to say and by trying to understand their feelings.

Then ask yourself if you really ***can*** make the changes that they want. If so, is it fair for you to do so? If you have made a mistake, accept it and make the changes if you can. **Be sure to use good judgement and show respect for others.**

STEPS TO ANSWERING A COMPLAINT

1. **Listen** to the complaint.
2. **Ask** the person to explain anything you don't understand.
3. **Tell** the person that you understand the complaint.
4. **State** your ideas about the complaint.
5. **Suggest** what each of you could do about the complaint.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 41

Sportsmanship After the Game

> *"It's great to win, but it's also great fun just to be in the thick of any truly well and hard-fought contest against opponents you respect, regardless of the outcome."*
>
> *—Jack Nicklaus*
>
> *World-class professional golfer*

U.S. Department of Labor

Job Corps

41

Sportsmanship After the Game

ST★R SOCIAL SKILLS TRAINING

Skills for Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students express honest appreciation to opponents and give credit to others regardless of who wins or loses.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 41. A copy is on the back cover of this packet. *(Pass out one copy per student.)*
2. To preview video tape #18 *(description on page 4)*; **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

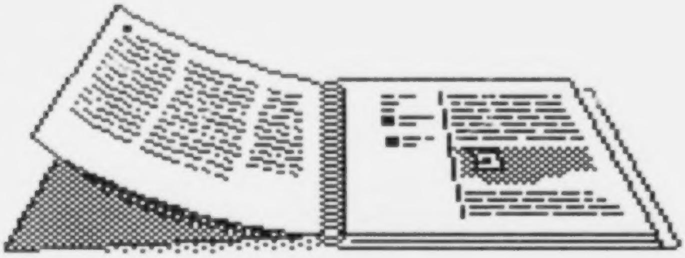
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

It is a fact of life that we never win all the time. Regardless of how good at something we are, there are times when we lose. As much as we hate to admit it, there is always someone who is bigger, faster, smarter, and better than us.

Sportsmanship is recognizing that we can't always control winning or losing; but we can control how we approach the game. It is realizing that participating is more important than the outcome. The old saying that "it matters not if we win or lose, but how we play the game" is really true in Job Corps and in life.

Sportsmanship doesn't mean that we don't very much want and try to win, or that we don't feel bad when we lose. What it means is that we recognize that when we try to win we must always accept that we may also lose. Part of the thrill and the challenge of playing is not knowing if we'll win or lose. Our strength and safety in playing is knowing that it's more important that we play than it is whether we win or lose.

Sportsmanship means that we recognize that the best games, the ones that force us to be as much as we can be, are those where we have quality opponents. **If they win or if they lose, we want to thank them because they helped us to push ourselves to be all we can be. Because that's what real winning is about, being all we can be.**

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. Video #18

In this video a female student basketball player blames her teammate for losing the game. She is confronted by her coach and they discuss what motivated her behavior and how it made other people feel.

ALTERNATE CHOICES

1. Not Just for Sports.

Invite in a member of the Administration staff to talk about how good sportsmanship is involved in what they do. **Materials needed:** none, but the cooperation of another staff member is necessary.

2. Star Power.

Invite in either someone from the community or someone from Job Corps who is recognized as a sports star and have him or her talk about how important sportsmanship is to him or her in pursuing his or her sport. **Materials needed:** none, but the cooperation of a community or Job Corps sports star is necessary.

3. Create your own "Attention-Getting" activity.

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Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:
  1. **Think** about **ow you did** and **how the other person did** in the game.
  2. **Think of a true compliment** you could give the other person about his or her actions in the game.
  3. **Think about** what **his or her reactions** might be to what you might say.
  4. **Choose the compliment** you think is best and say it.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You are running for Student Government. Your opponent wins. (**Variation:** You feel he or she won because of something unrelated to them being better qualified than you for the job.)

2. You have a pickup basketball game going. A new Job Corps student joins in on your opposing team and plays very well.

In the Community

1. You go to a sale in the mall and find a coat you like very much for half off. Just when you get to the coat someone beats you to it.

On the Job

1. You and your best friend apply for the same job. You get the job and know your friend feels bad.

In a Social Situation

1. You are playing a younger family member in a game and you always win.

2. You are playing a game you're good at with a person who is just trying to learn and consequently is not very good. This person is getting discouraged about learning the game.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Do you really believe it's okay to lose?
- Can you be a good sport if the other person won through a fluke or by cheating?
- How can you use the rules for good sportsmanship on the job?
- Could you use any of the "sportsmanship rules" when you lose an argument?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

41. Sportmanship After the Game

I compliment opponents honestly, and give credit to others regardless of who wins or loses.

STEPS TO GOOD SPORTMANSHIP

1. **Think** about how you did and how the other person did in the game.
2. **Think** of a true compliment you could give the other person about his or her actions in the game.
3. **Think** about what his or her reactions might be to what you might say.
4. **Choose** the compliment you think is best and say it.

It is a fact of life that we never win all the time. Regardless of how good at something we are, there are times when we lose. As much as we hate to admit it, there is always someone who is bigger, faster, smarter, and better than us.

Sportsmanship is recognizing that we can't always control winning or losing, but we can control how we approach the game. It is realizing that participating is more important than the outcome. The old saying that "it matters not if we win or lose, but how we play the game" is really true in Job Corps and in life.

Sportsmanship doesn't mean that we don't want to win, or that we don't feel bad when we lose. What it means is we recognize that when we try to win we must always accept that we may also lose. Part of the thrill and the challenge of playing is not knowing if we'll win or lose. Our strength and safety in playing is knowing that it's more important for us to play than it is to win or lose.

Sportsmanship means that we recognize that the best games, the ones that force us to be as much as we can be, are those where we have quality opponents. **If they win or if they lose, we want to thank them because they helped us to push ourselves to be all we can be. That's what real winning is about, being all we can be.**

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 42

Dealing with Embarrassment

"Man is the only animal that blushes. Or needs to."

— Mark Twain

Job Corps

42

Dealing with Embarrassment

ST★R SOCIAL SKILLS TRAINING

U.S. Department of Labor

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students use constructive ways to deal with embarrassment.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 42. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #1 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

- **Review the Objective** on the opposite page (←).

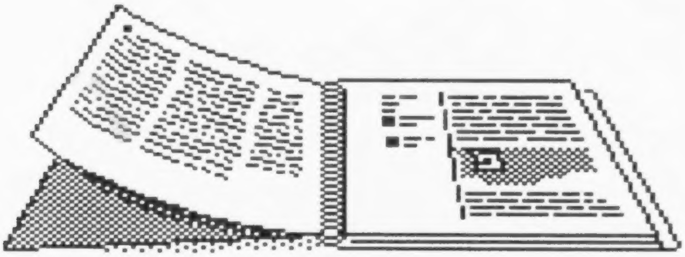
- **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

- **Follow the 7 presentation steps.** They are described in full on the next few pages.

    1. **Use an "Attention-Getting" activity.**
    2. **Introduce the skill.**
    3. **Describe the basic steps for the skill.**
    4. **Model the skill.**
    5. **Have students role play the skill.**
    6. **Discuss how to use the skill in everyday life.**
    7. **Conclude the session.**

- **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

- **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

We get embarrassed when something we want to keep private becomes public and we feel we are caught looking foolish. Everyone is embarrassed at one time or another.

How you deal with embarrassment is important. Once something that you wanted to keep private is out in the open, you need to accept that. You can't put it back in the bag. You need to decide how to deal with the situation openly and directly. The idea is to make the best of the situation.

Think about what it is that you are feeling foolish about. If it was something that you chose to do, then accept it. If it was an accident, then accept that you had no choice about it's happening.

Then decide if there is something that you could do to make you feel better about the situation. Sometimes you can make a joke out of it and laugh it off. At other times, sharing the situation with someone else can help. And sometimes you just have to accept it and forget it. Remember, everyone gets embarrassed sometimes.

**CONTINUED ON
PAGE 5**

Attention-Getting Activities

VIDEO

1. Video #1

While attending the Center dance, a student builds up his courage and asks another student to dance. When she refuses, he is embarrassed, and retreats to a corner imagining all the other students are laughing at him. Another student asks him to dance with her and he refuses until she relates an embarrassing incident she recently experienced and they agree that everyone has an embarrassing moment now and then.

ALTERNATE CHOICES

1. My Most Embarrassing Moment in Childhood.

Embarrassments are usually seen as funny when enough time has passed since they happened. Have students volunteer their most embarrassing moments from childhood. After the stories, conclude this by drawing the group's attention to the fact that they can laugh about these now and that that is what happens with embarrassments, they are never so overwhelming that we can't laugh at them later.

2. Embarrassment for Everyone.

Everyone does things that look foolish. It doesn't mean they are foolish people. Use examples you or the class members bring up to illustrate. Some might be: President Ford's falling down airplane stairs, President Kennedy's "Ich bin ein Berliner" speech which translates "I am a hotdog," bloopers, NFL football mistakes, baseball players colliding, etc.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

◆ Ask the students to try to name the steps.

◆ Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**

◆ Review the steps listed below:

1. **Decide** if you are feeling embarrassed.
2. **Decide what happened** to make you feel embarrassed.
3. **Decide on what will help you** feel less embarrassed and do it.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

◆ Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*

◆ Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**

◆ Give each group a few minutes to prepare their role play.

◆ Have each group perform their skit.

◆ Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. In the cafeteria you accidentally drop your tray. Everyone laughs.

2. Your family comes to visit you at Job Corps. You've told your friends about your good-looking brother. When the family shows up, your brother looks like a mess.

In the Community

1. You are rushing to catch the bus. It's icy and you slip and fall. Several people you don't know see you.

2. In a restaurant you are talking excitedly and making gestures with your hands. You somehow bump a glass of water and it spills in your lap.

On the Job

1. You make a mistake on an important report and your supervisor mentions it in front of your co-workers.

2. You are at work and you notice that people are looking at you and giggling. You find out that your slacks are ripped.

In a Social Situation

1. You are walking with friends and talking very intently with them; so intently that you walk into a mailbox without seeing it. You are not hurt, but all your friends are laughing uproariously.

2. You go to a dance. You thought it was going to be casual. When you get there you see that everyone else is really dressed up.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- ◆ When you have an embarrassing moment, what are some things you could do to feel less embarrassed?
- ◆ Can you think of a time when you have embarrassed someone else? What did you do? How did it make you feel?
- ◆ How could you help out a friend who is feeling embarrassed about something he or she has done?
- ◆ What are some of the physical things you feel when you are embarrassed? How could you overcome them?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

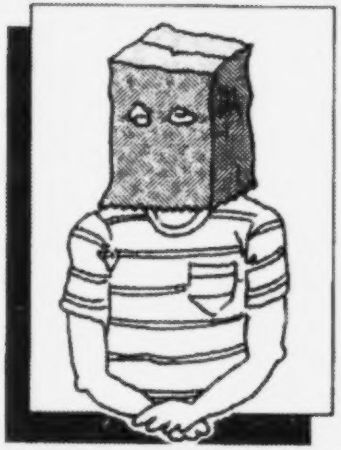
Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.



42. Dealing With Embarrassment

I use constructive ways to deal with embarrassing situations.

STEPS TO DEALING WITH EMBARRASSMENT

1. **Decide** if you are feeling embarrassed.
2. **Decide** what happened to make you feel embarrassed.
3. **Decide** on what will help you feel less embarrassed and do it.

Everyone gets embarrassed sometimes. We get embarrassed when something we want to keep private becomes public and we feel we are caught looking foolish.

Once you realize that you are embarrassed, try to make the best of the situation by handling it openly and directly.

If you can, make a joke out of it, laugh it off. If not, just accept it and try to forget the situation.

Remember, everyone has an embarrassing moment every once in a while.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 43

Dealing with Being Left Out

"Every man is wanted, and no man is wanted much."

— Emerson

U.S. Department of Labor

Job Corps

43

Dealing with Being Left Out

ST★R SOCIAL SKILLS TRAINING

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students Choose constructive behaviors when they feel they are being left out of a group.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 43. A copy is on the back cover of this packet. *(Pass out one copy per student.)*

2. To preview video tape #7 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

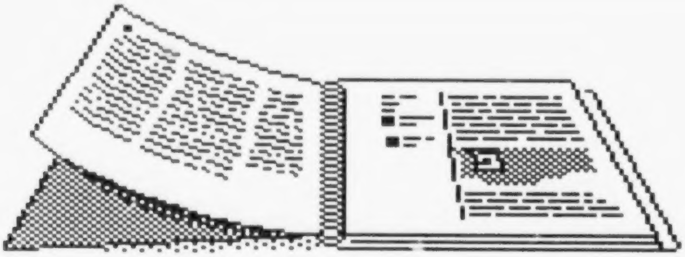
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Have you ever felt left out, or not part of the group? Everyone has experienced feeling left out. We feel that way when we're with people who share an "inside joke" that we don't understand, or if we're the last to be chosen for a team, or if we're not invited to a party. Sometimes we're left out on purpose. The group chose not to include us. At other times, it can be accidental, an oversight.

When we are left out, or not part of the group, we can feel hurt and wonder what is wrong with us or why we weren't included. Then it's important to think carefully about why we might have been left out, and if we really wanted to participate in the activity in the first place.

Think about what you could do about the situation. It's possible that no one knew that you wanted to participate. You might try joining in. Or if the activity is over, you might just tell the others that you'd like to be included next time. If you think you were left out on purpose, you might need to apologize for something that you have done. Or you might choose to do nothing and find other friends to do things with. Choose the way that feels right for the situation and do it.

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PAGE 5

Attention-Getting Activities

VIDEO

1. Video #7

In this video a new student is caught in an off limits area by a security guard. They discuss the difficulty the student is having with joining in student activities. During the discussion we see a montage of the student failing in his attempts to join in a number of activities on Center such as a basketball game, a card game, a student field trip, etc.

ALTERNATE CHOICES

1. Left Out on Purpose.

At the start of the session, begin talking with two students about a recent event that would interest the whole group (sports, current event, Center dance, etc.). As others try to enter the conversation, ignore them or cut them off. After several minutes, ask them how they felt.

2. Left Out.

Bring treats (sodas, cookies, or similar) to the meeting. Give them out to all but 2 or 3 students. Ask them to describe how they felt. Ask the students who got treats how they felt when others were left out.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide if you are** being left out.
2. **Think about why** the other people might be leaving you out of something.
3. **Decide how** you could deal with the problem.
4. **Choose** what you think is **the best way** and do it.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. The sports team you play on is going to another Center to play in a tournament. They can only take twelve people and you are not selected to go.

2. A group from your dorm is getting together to go into town to see a movie and no one asks you to go along.

In the Community

1. The community is sponsoring an Ethnic Awareness Day. When you look over the brochure you discover that your ethnic group has been left out.

2. You tried out for a softball team in your town. You weren't selected for the team.

On the Job

1. Your union, trade association, or office is picking members to be on a special committee to dedicate what benefits to ask for in future negotiations with the management of your company. You are known to be very interested in these issues, so you are surprised when you are not picked for the committee.

2. Your co-workers are going to lunch together. They didn't ask you to join them.

In a Social Situation

1. You are not invited to a party to which you really wanted to go.

2. You have always been close to your older brother and share with him a strong interest in sports. You help him get tickets for a big game thinking he will invite you along, but he asks someone else instead.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- ◆ Can you name some times when you were left out?
- ◆ How do you feel (what emotions) when you think you are being left out on purpose? By accident?
- ◆ What are some things you could do when you are left out of a group that is going on a fun outing?
- ◆ How can you tell if you are being left out on purpose or by accident?

---

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

43. Dealing With Being Left Out

I choose constructive ways to deal with being left out of a group.

STEPS TO DEALING WITH BEING LEFT OUT

1. **Decide** if you are being left out.
2. **Think** about why the other people might be leaving you out of something.
3. **Decide** how you could deal with the problem.
4. **Choose** what you think is the best way and do it.

Have you ever felt left out or not part of the group? Everyone feels left out sometimes and that can hurt. It makes us wonder what we did wrong. But just because you're left out sometimes doesn't mean you're a bad person.

Think about why you might have been left out. Sometimes people leave us out on purpose. After all, not everyone can be included all of the time. But other times it's an accident or an oversight.

Think about how you could handle the situation. You could try joining in. Or you could let the others know that you'd like to be included next time. Or you could find other friends to do things with.

Decide which way feels right for you and do it.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 44

Standing Up For A Friend

"Tell me thy company, and I'll tell thee what thou art."
— Cervantes, Don Quixote

U.S. Department of Labor

Job Corps

44

Standing Up For A Friend

ST★R
SOCIAL SKILLS
TRAINING

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students let others know in an appropriate way when a friend has been treated unfairly.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 44. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #10 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

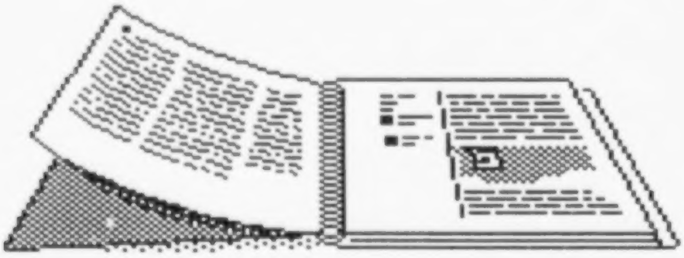
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Standing up for a friend means being loyal and willing to take a risk to help someone else. It doesn't mean compromising yourself or your personal values by doing something that you know is wrong. It means finding positive, constructive ways to help.

Sometimes friends will ask for your help or support. Other times, though, you may just know or sense that a friend needs you to stand up for them. There are other times when your friend may not want to have you stand up for them. It is important to think about the situation, and about how your friend might feel before you jump in to help. Remember, sometimes people want to stand up for their own rights, and they might not appreciate your interference. If you decide that your friend might want your help, pick a direct and reasonable way and stand up for your friend.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. Video #10

In this video a student and her roommate discuss an appropriate way for her to stand up for her rights after she has been accosted by a group of students who threaten her.

ALTERNATE CHOICES

1. When It's Needed.

Students are asked to volunteer times when they've wished a friend would have stood up for them or when a friend did. Materials needed: blackboard or pad of large paper, chalk or markers

2. The Lift Others Give.

Students gather in a group. One student leans back and the other students lift him or her off the floor into a prone (horizontal) position. The student is held for 30 seconds or so, then let down again. Each student is held like this.

3. Create your own "Attention-Getting" activity.

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Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if your friend has not been treated fairly by others.
2. **Decide** if your friend wants you to stand up for him or her.
3. **Decide on ways** you could stand up for your friend.
4. **Pick one** and stand up for your friend.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You notice that two students are teasing your roommate.

2. You overhear a group of students saying bad things about a staffmember who you have always found to be very good to you.

In the Community

1. You are standing with a friend who is waiting to pay for a purchase in a local store. The clerk keeps waiting on others who came along after your friend. Your friend doesn't say anything.

2. You are riding with a friend who got a speeding ticket. He asks you to go to court with him to say that he wasn't speeding.

On the Job

1. You and a co-worker have just completed a job. The boss begins criticizing the job, blaming only your co-worker.

2. Your boss is putting together a team for a special project. She's asked you to be on the team but has overlooked a co-worker who you think would be great.

In a Social Situation

1. You have a friend who is going through a rough time and acting angrily toward other people. The other people don't know what's really going on and they are bad-mouthing your friend.

2. You're on a baseball team. Your friend and teammate has just struck out again. Everyone starts teasing him.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

◆ When is it not appropriate to stand up for a friend?

◆ What could you do if you stood up for a friend and he or she got angry with you for butting in?

◆ How does it make you feel when a friend stands up for you?

◆ How do you feel about yourself when you stand up for a friend?

7. Conclude the Session:

✔ Review briefly the steps involved in this skill.

✔ Encourage the students to try this skill in a variety of different settings.

✔ Collect the Social Skills Student Handbook pages.

✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.

✔ Use the remaining time to answer questions.

✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

A friend in
need is
a friend indeed.

44. Standing Up For A Friend

I let others know in an appropriate way when a friend has been treated unfairly.

STEPS TO STANDING UP FOR A FRIEND

1. **Decide** if your friend has not been treated fairly by others.
2. **Decide** if your friend wants you to stand up for him or her.
3. **Decide** on ways you could stand up for your friend.
4. **Pick one** and stand up for your friend.

Standing up for a friend is a way of showing that you respect and care for that person, and that you are willing to take a risk for him or her.

When you decide to stand up for someone else it is important that you not do anything that compromises your personal values or beliefs.

Sometimes friends will ask for your help and support. Other times you will just sense that standing up for your friends is the right thing to do. If you decide that your friend would appreciate your help, always be sure to pick a way that is direct and reasonable. Then stand up for your friend. It will make both you and the friend feel good.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 45

Responding to Persuasion

"People are generally better persuaded by the reasons which they have themselves discovered than by those which have come into the minds of others."

— Pascal

U.S. Department of Labor

Job Corps

45

Responding to Persuasion

ST★R
SOCIAL SKILLS
TRAINING

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students listen and consider the position of others, comparing it to their own, before deciding what to do. Then they choose appropriate responses.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 45. A copy is on the back cover of this packet. *(Pass out one copy per student.)*
2. To preview video tape #4 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

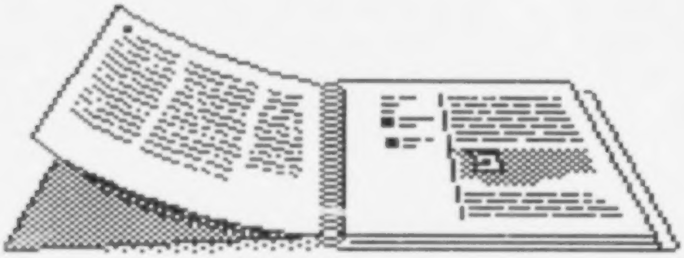
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Reorder # 40645

Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Your choices are your own good or bad. Throughout your life people will try to persuade you as to what you should believe and how you should act. Parents, teachers, and Job Corps staff members talk with you about who you should associate with, what time you should come and go, how you should wear your hair and what kind of clothes to wear. However, the biggest influence on young people's lives is peer pressure. Friends will use all kinds of ways to persuade you, some that are positive and some that are negative. The important thing to remember is that whatever you choose, right or wrong, it is your life. You ultimately are the person who decides what you feel is correct for your life.

Making your own decisions are tough. Many times it can seem much easier simply to do what everybody else does and to go along with the crowd. Part of becoming an adult is to learn to do the things that you must do and not always do the things that you want to do.

Responding to persuasion is simply taking responsibility for your choices. We learn and grow from our mistakes. Feel free to experiment and learn what works in life and what doesn't work.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. Video #4

In this 5-minute video, a Job Corps counselor tells a new student the story of the day he had his first pass to go into town (when he was in Job Corps 25 years ago), and his roommates tried to persuade him to join them on a drinking spree.

ALTERNATE CHOICES

1. Persuade Me.

Tell the students that you will provide them a benefit (such as ending the class early or having a pizza party for them) *if* they can persuade you that that is justified. Limit this to 5 minutes. You may choose to leave the room for a minute beforehand to allow them to confer on the best approach to take. **Materials needed:** none, but be prepared to follow through with a benefit for the students.

2. Peer Persuasion.

Select two students of equal verbal ability. Announce that the student who can best persuade the group that he or she deserves it will receive some benefit (pick something appropriate). Allow each student 2 minutes of persuasion then have the group vote on the winner. **Materials needed:** same as above.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Listen** to the other person's ideas on the topic.
2. **Decide what you think** about the topic.
3. **Compare** what he or she said with what you think.
4. **Decide which idea you like better**, and tell the other person about it.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Job Corps has a rule you don't agree with and feel is unfair to the student body and the consequences are too severe for breaking the rule.

2. Your dorm manager tries to persuade you to run for the student government in order for you to voice your opinions on how rules affect students. She also feels that this would be good experience for you.

In the Community

1. Your boyfriend, who lives in town, is putting pressure on you to go steady. You like him, but would still like to play the field. How would you tell him without hurting his feelings or losing him?

2. A used car salesman is trying to talk you into buying a car you can't really affort. You will be leaving the job soon and need to save your money. How do you handle the hard sell?

On the Job

1. You find out that new hires at your company are making more money than you are and all of them are better qualified than you when you have been working for a year.

2. Your boss is trying to sell you a raffle ticket, but you don't want to buy it. How do you say no without getting your boss mad at you?

In a Social Situation

1. The vocational instructor feels you need to cut your long hair before going on a job interview. This may or may not cause you to get the job. How would you respond?

2. Your family members don't like the friends you hang around with and have asked you to stop seeing them.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- ◆ Is there any set of circumstances where you really have no choice?
- ◆ What do you do when the other person makes it really hard to say "no"?
- ◆ Can you think of a way to say "no" without hurting a person's feelings?
- ◆ How can you control your anger when someone tries to force you to do something against your better judgement?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

45. Responding to Persuasion

I compare the ideas of others to my own ideas before deciding what's best for me to do.

Your choices are always your own.

Throughout life people will try to persuade you to do or believe things using ways of persuasion that may or may not be fair. **Always remember that whatever you choose to do must feel right for you.** Your life is your own responsibility and you are the only person who can really decide what is "right" for you to do.

Many times it can seem easier just to do what someone else wants you to do. **Remember that even if you do that, the responsibility for the choice is not theirs but yours.** You cannot give responsibility away for what you choose to do, no matter how much it can look that way.

STEPS TO RESPONDING TO PERSUASION

1. **Listen** to the other person's ideas on the topic.
2. **Decide** what you think about the topic.
3. **Compare** what he or she said with what you think.
4. **Decide** which idea you like better, and tell the other person about it.

Social Skills Training
Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 46

Responding to Failure

"Failure is an event, not a person.".

— William D. Brown

"The message is, 'It's okay if you mess up. You should give yourself a break.'"

— Billy Joel

U.S. Department of Labor

Job Corps

46

Responding to Failure

ST★R
SOCIAL SKILLS
TRAINING

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students figure out the reasons for failure and plan ways to succeed in the future.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 46. A copy is on the back cover of this packet. *(Pass out one copy per student.)*
2. To preview video tape #9 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*
4. If using alternate choices for an attention-getting device, you will need a 3 x 5 card for each student in your group.

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

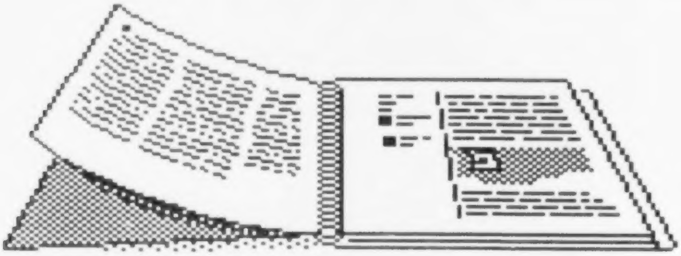
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Have you ever flunked a test? Were you ever turned down for a date? Did you ever feel like you didn't do something well enough, or that the person you were trying to please wasn't happy with you? How did these situations make you feel? When things like these happen to us, we feel like we have failed and we feel bad about ourselves. Dealing with failure is difficult for everybody.

It is how we choose to react to failure that is important, not the failures themselves. Failures do provide us with opportunities to grow and better ourselves. People can and do learn from their mistakes.

Some people react to failure by withdrawing, not trying again or being afraid of taking risks. More successful people are those who learn from their failures and turn these failures into successes. We ***can*** all learn how to do this. But first, we must learn to discover ***why*** we failed. Was it something we did, was it something we didn't do, or was it something beyond our control? Once we have discovered what we did that made us fail, we can think of better ways and change what we do next time to be successful.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #9

This video is meant to elicit responses from students about times in their lives when they have experienced failure. It is a scenario in which two students discuss failing their driver's license test.

ALTERNATE CHOICES

1. A Skit.

Prepare a skit wherein we see a young man getting ready to go out. The young man then approaches a young lady and asks her for a date (in an appropriate manner). The young lady turns him down.

2. Your Worst Failures

Have students write on a card their worst failures or those of others. Collect the cards and read them to the class.

3. Create your own "Attention-Getting" activity.

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Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if you have failed at something.
2. **Think about why** you failed.
3. **Think about what** you could do to keep from failing another time.
4. **Decide** if you want to try again.
5. **Try again** using your new idea.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

NOTE: These role plays will almost have to be done as solo-capsules since they are a "thinking" process; or have students bounce thoughts off a friend.)

At Job Corps

1. You want to have your GED by Christmas leave so that you can make your mother proud. You took the test in October and did not pass. You have one more chance before the holidays.

2. Everyone of your friends is selected to be on a team but you are not, even though you tried out also. (Could be a sports team, academic olympics team, or other type of team).

In the Community

1. You were sent to represent Job Corps (or your team, or employer) at a community event. You gave a terrible speech.

2. Your neighborhood league is counting on you. You are the key player. You play terribly and your team looses.

On the Job

1. You apply for a job that seems perfect for you — the right work and the right company. You are not hired.

2. Your supervisor assigns you a project. After reviewing it, he is not pleased with your work.

In a Social Situation

1. Last week you were turned down for a date. The Valentine's Sweetheart Ball is next week and you need a date to go with you.

2. You planned a party, invited lots of friends, and nobody came.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- When you fail a test, what are some of the choices you have so that you do not fail again?
- Can you name some situations when failure may not be your fault, where you could not have changed the situation?
- In the past, you have not been successful at many things and your parents think you are a failure. How do you change your parents' minds?
- Your best friend has low self-esteem and feels like a failure all the time. How do you help him/her become a success?

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

46. Responding to Failure

I figure out the reasons why I failed at something and plan ways that I can succeed next time.

STEPS TO RESPONDING TO FAILURE

1. **Decide** if you have failed at something.
2. **Think** about why you failed.
3. **Think** about what you could do to keep from failing another time.
4. **Decide** if you want to try again.
5. **Try again** using your new idea.

Everyone deals with failure. When you fail at something, you know it because it is frustrating and it can cause you to feel bad about yourself.

You have a *choice*. You can turn failures into learning experiences that will help you succeed the next time. To do this you need to identify why you failed. It may be because you didn't try hard enough, you didn't use the right approach, or you weren't well prepared. In some cases it may be for reasons beyond your control, and you shouldn't feel bad about yourself when this happens.

Once you know why you failed, you can find ways to prevent yourself from failing the next time. This means you can try harder, use a better approach, or be better prepared. The next time you are faced with a similar situation, decide how you can use what you have learned to be successful. Remember, the choice is yours.

Social Skills Training
Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 47

Dealing With Contradictory Messages

"Do as I say, not as I do."

— Common saying

Job Corps
47
Dealing with Contradictory Messages
ST★R SOCIAL SKILLS TRAINING

U.S. Department of Labor

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students attempt to clarify contradictory messages in a respectful manner.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 47. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview the video tape: *(video unavailable at this time.)*

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

4. For "Alternate Choices," large illustrations or poster of optical illusions.

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

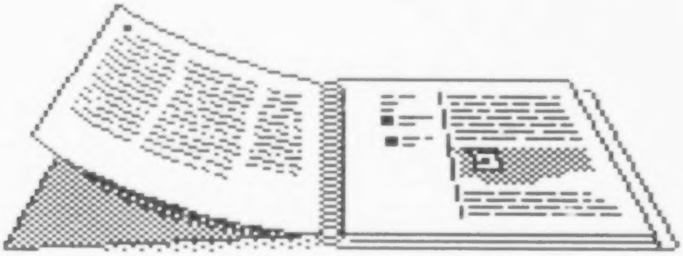
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Contradictory messages are a part of our lives. How many times have you heard "do as I say, not as I do"? Most of the time it's very difficult to sort through contradictory messages because they are confusing. It's very hard to understand what the other person is trying to tell us or wants us to do when they say two different things.

Contradictory messages come in many forms. For example, a parent may tell a child not to do drugs because they are bad, but the parent does drugs. Your friend may tell you he really wants you to go to a party with him, but never calls to tell you when and where it is.

Contradictory messages may be given by one person, as in the examples above, or by different people about the same situation. When more than one person is involved in giving contradictory messages, you need to decide who has the most authority over what you are to do. In all cases, it is important to recognize that the messages are contradictory and then try to clarify them by telling the person that you don't understand the message, and by asking questions if you need to get a clear picture of what the other person wants.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. *(Video unavailable at this time.)*

ALTERNATE CHOICES

1. **Observations.**
Have students volunteer occasions when they received contradictory messages, or have them volunteer occasions in which they have observed others saying one thing and doing another.

2. **Optical Illusions.**
Most optical illusions are contradictory messages. Bring in or make up posters of your favorite optical illusions and show how they give contradictory information. Materials needed: large illustrations or posters of optical illusions.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if someone is telling two opposite things at the same time.
2. **Think of ways** to tell the other person that you don't understand what he or she means.
3. **Choose the best way** to tell the person and do it.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Your teacher keeps telling you that you are doing well in class. When you get to P/PEP, you find out this teacher gave you a bad evaluation.

2. Your dorm president tells you to be present at a meeting at 7:00 p.m. Later, you get a message in your mailbox from your counselor who has set up an appointment for you at the same time.

In the Community

1. Your parents keep telling you they don't want you to use drugs or alcohol because they are bad for you, but you know your parents keep and use both alcohol and drugs in the house.

2. You want to join a group/club that advertises that they do not discriminate. When you go to join, the members give you a bad time and you notice that they are all a different race from you.

On the Job

1. You are told that the most important thing in your job is to be good to the customers. After being at the job for awhile you notice that the workers who contribute most to the sales are the ones who get promoted, even if they treat the customers poorly. There is no connection between being good to the customers and being promoted.

2. Your supervisor tells you that you are not appropriately dressed for the job, but the supervisor is wearing the same type of clothes you have on.

In a Social Situation

1. You are wearing new clothes and have a new haircut. You ask your friend how you look. Your friend says, "Gee, you look great!" but is frowning at the same time.

2. Someone you've met is always very friendly with you and constantly talks about getting together to do something with you, but never quite manages to invite you to do anything.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What do you do when two staff members give you contradictory instructions?
- Your boss gave you contradictory instructions on how to do a project and you didn't bother to clarify them. You didn't do the project right. How do you explain this to your boss?
- Your mother and dad usually don't agree on what you should or should not be allowed to do, and you get caught in the middle. How do you deal with this?
- Can you think of a situation where you have given contradictory messages?

---

7. Conclude the Session:

- ✓ Review briefly the steps involved in this skill.
- ✓ Encourage the students to try this skill in a variety of different settings.
- ✓ Collect the Social Skills Student Handbook pages.
- ✓ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✓ Use the remaining time to answer questions.
- ✓ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

47. Dealing With Contradictory Messages

I try to clarify contradictory messages in a respectful way.

STEPS TO DEALING WITH CONTRADICTORY MESSAGES

1. **Decide** if someone is telling two opposite things at the same time.
2. **Think** of ways to tell the other person that you don't understand what he or she means.
3. **Choose** the best way to tell the person and do it.

We all receive contradictory messages in many different ways from our friends, parents, the media, current events, etc. When you receive a contradictory message, it's important for you to recognize that you are getting a message that does not make sense. To better understand what you are being told or what you are expected to do, you need to tell the persons giving you contradictory messages that you don't understand what they are saying or what they want you to do. Choose the best time and place to talk about this and make sure you tell the persons in a respectful way that you don't understand.

Social Skills Training
Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 48

Dealing With an Accusation

> ***"When you point your finger at someone else, you should always remember that three of your fingers are pointing at yourself."***
>
> ***— Author unknown***

Job Corps

48

Dealing with an Accusation

ST★R SOCIAL SKILLS TRAINING

U.S. Department of Labor

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students attempt to figure out what they have been accused of and why, and then choose a way to respond that is clear and fair.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 48. A copy is on the back cover of this packet. (*Pass out one copy per student.*)
2. To preview video tape #6 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

- ☞ **Review the Objective** on the opposite page (←).

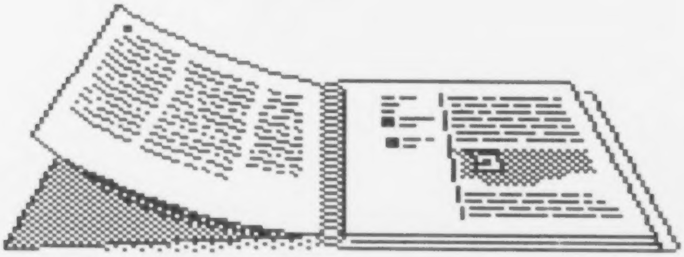
- ☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

- ☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

    1. **Use an "Attention-Getting" activity.**
    2. **Introduce the skill.**
    3. **Describe the basic steps for the skill.**
    4. **Model the skill.**
    5. **Have students role play the skill.**
    6. **Discuss how to use the skill in everyday life.**
    7. **Conclude the session.**

- ☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

- ☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Dealing with an accusation is difficult because it is upsetting to have somebody tell you that you did something wrong. It makes you feel bad and it may make you angry or embarrassed.

When dealing with an accusation you are dealing with both your feelings about the situation and the feelings of the other person who is making the accusations. This means you may be responding to someone else's anger, frustration, or other feelings.

Remember when dealing with an accusation to keep your own feelings under control. Separate feelings from facts — try to understand what the other person is feeling and what exactly they think you did or did not do. Then you need to deal with both the feelings of the other person and the facts — what you are being accused of.

You need to think about whether the accusation does apply to something you have done or not, and ask for clarification if you don't understand why. You need to respond to the other person's accusation in a manner that is clear and fair. If you are at fault, you need to accept responsibility for your actions and try to make amends. If you aren't, you need to choose the best way possible to indicate to the other person that you understand his/her feelings and then explain why the accusation is not correct.

Remember, even though it is hard to do, keep your emotions and behavior under control throughout the process. It will make you feel better, not escalate the problem, and help resolve the issue.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. Video #6

In this "rap" video three students who have been accused of having and using drugs on Center by their roommate (who is covering his own guilt) discuss the best way to deal with the situation.

ALTERNATE CHOICES

1. A Staged Accusation, Part I.

(Note: Pre-select one student and prepare the student for what you are going to do so that the student does not react to you.) Come to the group meeting several minutes late. Burst into the room and in an angry manner, start accusing the pre-selected student of a variety of things. Make the accusations believable. Abruptly stop and ask the class what they think you were doing, how they felt and how they think the student being accused felt.

2. A Staged Accusation, Part II.

Set up in advance for one student to accuse another and cause a disruption in class.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Think about what** the other person has accused you of.
2. **Think about why** the person might have accused you.
3. **Think about ways** to answer the person's accusation.
4. **Choose** what you think is the best way and do it.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. One of the dorm leaders accuses you of not completing your dorm duties. He says it was your fault the dorm lost the "dorm of the month" award.

2. A staff member accuses you of violating a rule. You are with someone you are trying to impress when this happens.

In the Community

1. A store clerk accuses you of shoplifting.

2. A police officer stops you and accuses you of being "high" and wants to arrest you.

On the Job

1. Your boss accuses you of not helping customers and losing sales.

2. A fellow worker accuses you of sexual harrassment. You are with a group of co-workers when this happens.

In a Social Situation

1. Your best friend accuses you of lying to him.

2. Your friend's mother accuses you of being a bad influence on your friend. (Your friend is present.)

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- ◆ If you are falsely accused of something, how would you convince the other person it is not true?
- ◆ You are accused of doing something you ***did*** do, but you thought nobody had seen you do it. What do you do?
- ◆ How do you feel when you are unjustly accused of doing something.
- ◆ Can you think of situations when you have accused other people? If you accused them unfairly, how did you feel?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

48. Dealing With An Accusation

I try to clarify what I have been accused of and to understand why. Then, I choose a way to respond that is clear and fair.

STEPS TO DEALING WITH AN ACCUSATION

1. **Think** about what the other person has accused you of.
2. **Think** about why the person might have accused you.
3. **Think** about ways to answer the person's accusation.
4. **Choose** what you think is the best way and do it.

Dealing with an accusation is difficult because it is upsetting to have somebody tell you that you did something wrong. When dealing with an accusation, you are dealing with both your feelings about the situation and the feelings of the person who is accusing you.

Remember, when dealing with an accusation, keep your feelings under control. Try to clarify with the other person what exactly you are being accused of and try to understand why.

Think about whether the accusation does apply to something you have done or not and respond in a manner that is clear and fair. If you are at fault, accept responsibility and try to make amends. If you are not, explain to the other person that you understand his/her feelings and then explain why the accusation is not correct.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 49

Getting Ready for a Difficult Conversation

"'Where shall I begin, please your Majesty?' he asked. 'Begin at the beginning,' the King said, gravely,' and go on till you come to the end; then stop.'"

— Lewis Carroll

U.S. Department of Labor

Job Corps

49

Getting Ready for a Difficult Conversation

ST★R SOCIAL SKILLS TRAINING

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students think about the best way to present their point of view before a stressful conversation, and then choose an appropriate approach.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 49. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #2 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

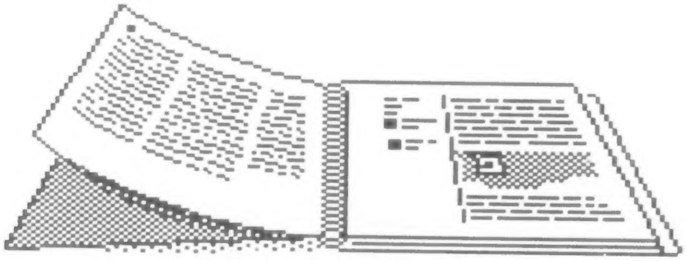
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Difficult conversations make us nervous — that is natural. We may get sweaty palms, a funny feeling in our stomachs, or we may get too scared to say what we want to say. We can make difficult conversations a little easier by getting ready for them and being prepared. The way you approach a difficult conversation has a lot to do with what happens during the conversation and what the final outcome is.

Before you go into a difficult conversation think about what you are going to discuss, how you will feel, and how the other person will feel. Then think of different ways to say what you want to say, how the other person might react in each situation, and other things you might be asked or that may come up during the conversation.

There may be a lot of ways of dealing with a difficult conversation. Choose the best way. If you go into the conversation with a negative attitude, the other person will probably react negatively and will not want to deal with you. If you are positive, you will probably achieve better results.

Once you have decided how to approach the conversation, practice, and be prepared. This will make it easier for you and you will feel more confident. When you are prepared, you are more calm, positive and in control of yourself. The person you are talking to will almost always respond more positively and take you seriously.

CONTINUED ON
PAGE 5

Attention-Getting Activities

VIDEO

1. Video #2

In this video three female students prepare for and have a difficult conversation with their sloppy roommate regarding her poor personal hygiene habits and how they are affected by these habits.

ALTERNATE CHOICES

1. Most Difficult Topic.

Ask each student in the group to identify the most difficult topic he/she would have to discuss with another person — parent, friend, employer, etc. (Note: Move the group quickly, exercise should not take more than a couple of minutes.)

2. Breaking Up Is Hard To Do.

Ask students if they have ever broken up with a girlfriend or a boyfriend. Ask how they felt getting ready for the conversation. List the feelings on a flip chart.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. Think about **how you will feel** during the conversation.
2. Think about **how the other person will feel.**
3. Think about **different ways** you could say what you want to say.
4. Think about **what the other person might say** back to you.
5. Think about **what other things might happen** during the conversation.
6. **Choose the best approach** you can think of and try it.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. The CSO wants to talk to you about the fight you saw in your dorm. Your friend started the fight.

2. Another student is bullying your friend. Your friend is planning to terminate because of it. You decide to talk to the bully.

In the Community

1. Your best friend is getting "high" all the time and causing problems. You know it is just a matter of time before your friend gets caught by the police.

2. You have an appointment to meet a community representative who you know does not like Job Corps. You have to "sell" Job Corps to the person because he is important in community affairs.

On the Job

1. Your present job is boring and doesn't pay much. There is another more interesting job opening up that offers more pay. You are going to talk to your boss about this job.

2. One of your co-workers has a very annoying habit that keeps distracting you and is preventing you from doing a good job. You need to talk to your co-worker about this.

In a Social Situation

1. You want to go out with the president of your student government who is very popular and you are not. You have finally worked up the guts to ask him/her out.

2. You will be meeting an old friend that you have not seen for years. Your lives are very different now. You do not know what to say.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What would be the most difficult subject to talk about with your parents?
- What physical sensations do you feel when you are getting ready for a difficult conversation?
- What are some of the benefits/advantages of going through a difficult conversation?
- What would be the most difficult subject to talk about with your boss?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

49.Getting Ready for a Difficult Conversation

I think about how I will present my point of view before I begin a tough conversation, and then choose the best way.

STEPS TO GETTING READY FOR A DIFFICULT CONVERSATION

1. **Think** about how you will feel during the conversation.
2. **Think** about how the other person will feel.
3. **Think** about different ways you could say what you want to say.
4. **Think** about what the other person might say back to you.
5. **Think** about what other things might happen during the conversation.
6. **Choose** the best approach you can think of and try it.

Difficult conversations make us nervous — that is natural. You can make difficult conversations a little easier for yourself by being prepared. The way you approach a difficult conversation has a lot to do with how the conversation goes.

To be prepared, think about what you are going to discuss and how you and the other person will feel. Think of different ways you might say what you want to say, and how the other person may react.

There may be a lot of ways to deal with a difficult conversation. Choose the best way. Practice and be prepared — this will make it easier for you. Be positive, the person you are talking to will usually respond better and take you more seriously.

by Malana Long,
Phoenix JCC

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 50

Dealing With Group Pressure

"Be yourself. Who else is better qualified."

— Frank J. Giblin, II

U.S. Department of Labor

Job Corps

50

Dealing with Group Pressure

STAR SOCIAL SKILLS TRAINING

Skills For Dealing With Stress

We all know about stress -- it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students decide to do what they believe to be best regardless of what the group wants to do.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 50. A copy is on the back cover of this packet. *(Pass out one copy per student.)*

2. To preview the video tape: (video unavailable at this time).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

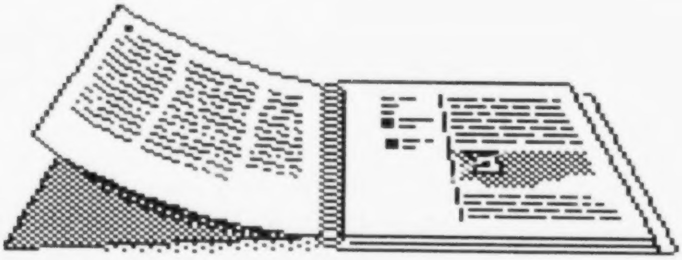
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Throughout our lifetimes, we all belong to different groups. We can belong to a family group, a work group, and various social groups at the same time. For example, in Job Corps you belong to a dorm unit group and a vocational training group. In addition, you have friends and may belong to one or more social groups.

We all like to have a feeling of belonging and being accepted by the groups with whom we associate. We also want to be unique and independent individuals, accepted and respected for who we are and the decisions we make. These two things may create conflict when group pressure is applied.

Group pressure can be positive or negative depending on the situation. An example of positive group pressure would be your dormmates encouraging you to pass your GED. Examples of negative group pressure could be your friends encouraging you to go drinking with them or to do other things that you know are in violation of Center rules.

When you deal with group pressure, think about what the group wants you to do and why. Think of how it will affect you — is it the right thing to do? You, as an individual, need to decide and you alone are responsible for your decisions.

Hopefully the groups you belong to will respect your rights as an individual and understand and accept your decisions if they are different from what the group wants to do or thinks. However, this does not always happen. You may be ridiculed or excluded by this group you want to belong to. This is hard to take. Learning to deal with group pressure may help you minimize these situations and make you feel better about your own decisions.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. *(Video unavailable at this time.)*

ALTERNATE CHOICES

1. **Looking at Group Pressure.**
Have the students volunteer ways in which we respond to group pressure. In addition to such obvious things as clothing and hairstyles, be sure to include what we eat, cultural expectations, laws, rules, etc. Point out that some forms of group pressure are good, some bad, and many simply neutral.

2. **Experiences with Group Pressure.**
Ask students to think about a time when they may have said "yes" when they really wanted to say "no." Ask them to share the experience with the group and describe how group pressure may have influenced their decisions.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Think about what** the group wants you to do **and why**.
2. **Decide what** you want to do.
3. **Decide how** to tell the group what you want to do.
4. **Tell the group** what you have decided.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Your friends want you to smoke "pot" with them and won't take "no" for an answer because they are afraid you will tell on them if you don't participate.
2. You have developed some pretty good martial arts skills. Another Job Corps member is being rude and insulting to you. Your friends are urging you to teach this other person a lesson.

In the Community

1. You and a group of friends are at the mall. Your friends are being loud and making stupid comments at other shoppers. They keep pressuring you to do the same.
2. Your friends want you to help them shoplift and they are putting a lot of pressure on you to participate.

On the Job

1. Your co-workers expect you to join them in making fun of, and teasing the new employee who is from a different country.
2. Your co-workers want you to slow down and not do such a good job because you are making them look bad.

In a Social Situation

1. You are at a party where everyone is getting a little wild. They all start urging you to do something you're not sure is appropriate, like drugs, sexual advances toward a date, etc.
2. Your family or friends are pressuring you to go out with this person who is well-connected, but who you don't particularly like.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Name some situations in your life when group pressure is a good thing.
- Name some situations where you have gone along with group pressure and the consequences were negative.
- What are some things you should think about before you decide whether or not you want to go along with what the group wants?
- How could you respond to or support a friend who decided not to go along with group pressure?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

Just Say NO To Drugs

50. Dealing With Group Pressure

I make up my mind to do what I think is best, regardless of what the group wants me to do.

STEPS TO DEALING WITH GROUP PRESSURE

1. **Think** about what the group wants you to do and why.
2. **Decide** what you want to do.
3. **Decide** how to tell the group what you want to do.
4. **Tell** the group what you have decided.

Throughout your life you will be a member of many different groups. We all like to have a feeling of belonging and being accepted by the group with whom we associate.

Sometimes groups may put pressure on you to do certain things you do not feel comfortable doing. When you deal with group pressure, think of the consequences of your actions.

You, as an individual, have the right to decide what you want to do. Regardless of the pressure put on you by the group, you are responsible for your decisions.

Choose the right way to communicate your decision to the group. It may help them to better understand your decision.